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ABSTRACT

This report contains a complete description and a preliminary evaluation of a three-week training program for secondary guidance center and resource center aids. It is the intent of the authors of this report to show the conceptualization of the aide's role. This report also describes the preservice training program in sufficient detail to facilitate replication and provides a basis for an understanding of the content and procedures of the program. The inservice training program and final evaluation are not included. An evaluation of the preservice training program, recommendations, and an inservice training program prospectus are included. (Author/KJ)

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TRAINING PROGRAM FOR SUPPORT PERSONNEL
IN
RESOURCE CENTERS AND GUIDANCE OFFICES

July 28 - August 15, 1969

AMHERST-PELHAM REGIONAL SCHOOLS

AMHERST, MASSACHUSETTS

INTERIM REPORT - OCTOBER 1969

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INTERIM REPORT

on the

AMHERST TRAINING PROGRAM FOR SECONDARY SCHOOL GUIDANCE CENTER AIDES AND RESOURCE CENTER AIDES

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October 1969

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Arthur L. Leland
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CHAPTER I

INTRODUCTION

A. PURPOSE

B. RATIONALE

C. OBJECTIVES

D. CONCEPTUALIZATION AND TASK DELINEATION

E. ROLE OF GUIDANCE CENTER AIDE

F. ROLE OF RESOURCE CENTER AIDE

A. PURPOSE: This report contains a complete description and a preliminary evaluation of the three week training program for secondary guidance center and resource center aides. It is the intent of the authors of this report to show the conceptualization of the aides' role. This report will also describe the preservice training program in sufficient detail to facilitate replication and provide a basis for an understanding of the content and procedures of the program. Since this is an interim report, the inservice training program and final evaluation will not be included.

B. RATIONALE: "Upon the static and self-perpetuating structure of the educational enterprise, several convergent forces--social, educational, and economic--have had catalytic impact. The gap between expanding needs for school services and the availability of professional personnel to meet these needs reached critical proportions in the late sixties. New dimensions in educational concepts and technology required a more complex role for teachers. Heightened awareness of the special learning needs of disadvantaged children and of the communication blocks that often exist between middle-class professionals and lower-class pupils called for closer linkage between school and community. The plight of undereducated persons unable to compete in an increasingly automated society pointed to the need for a new entry level to careers of human service with opportunity for upward mobility on the job."[1]

Educating young people today, especially those from disadvantaged environments, requires innovative approaches in curricular materials and in guidance techniques. The schools' desire to help each individual student to develop to his full human potential regardless of his race, ethnic or cultural background, places increased demand upon teachers and counselors for imaginative and relevant teaching and counseling.[2]

One way by which this demand can be met is to make maximum use of present teachers and counselors. Differentiation of teachers' and counselors' task functions indicates that many of the routine and semi-clerical tasks, though essential, can be performed by trained auxiliary personnel. This has been documented in numerous studies supported by the Ford Foundation[3] and the 1967 New England Assessment Project on Teacher Aides in the Classroom.

New professional roles are also emerging for the classroom teacher and the school counselor, and these roles necessitate the introduction of aides in the schools. Proliferation of knowledge, emerging technology, rising school enrollments, and the concern of educators to provide quality education for all students require new approaches in meeting the needs of students.

Serious study is needed of the conceptualization and task function of educational resource paraprofessional personnel. Continuous study of pre-and inservice training for such aides is vitally needed if the entrance of the aide is not to be met with indifference, a disabling ambiguity of role, and charges of lack of preparation. In an attempt to meet this need, a three-year pre-and inservice training program has been launched, built on the conceptualization of three levels of resource and guidance center aides with specific tasks enumerated for each level. Th continuous program concept provides opportunity to experiment and build back into the program lessons learned from prior experiences. The first year which we have now started is concerned with level I personnel. The second and third years will be involved with level II and III including pre-and inservice training and evaluation.

The training program has focused on the secondary school teacher and the counselor in their attempts to use all available instructional and occupational materials to meet the needs of their students. The day of utilization of the single textbook or occupational information booklet is gone. Materials that have "soul" and speak with meaning are often found in widely scattered places.[4] In addition, the recent mergers of publishing companies with leading electronic firms also foretell the large quantities of book and non-book materials soon becoming available.

The matching of student need with appropriate materials to aid in his decision-making and education require special skill and knowledge. These skills are often left to chance and accident. Oftentimes the utilization of occupational and instructional materials are left to student perseverance and his home influence. The training program described here has attempted to attack this problem with what the authors hope will be an effective model for pre-service and inservice training largely coordinated and operated by a local school staff.

The training program is seen as unique because of two major factors; first, because of its focus on resource centers and on guidance centers being interrelated in theory and function; second, because extensive work has been done to conceptualize and differentiate specific tasks for aides on three levels. This first year training program is concerned with training the beginning level I paraprofessionals in terms of specific tasks. There should be little doubt about what resource center level I aides have been prepared to do in the school setting and what changes would be necessary in the tasks of the regular professionals to work with those aides as a team.

C. OBJECTIVES: The ultimate objective of the training program is to enable the school and its staff to provide timely, appropriate, and effective resource materials so that individual students may extend and enrich their learning.

Analysis of tasks indicates that the professional staff can be freed of semi-clerical, routine functions that decrease the amount of time during which they can operate at higher, professional levels--carrying out those tasks for which they, and only they, are professionally trained, e.g., working with individual students and preparing materials and programs for individual study. Also, tangentially the parents and community will benefit (a) from the professional staff's having more time available to consult with them and (b) from the accessibility of an aide who can quickly locate the specific resources needed at the moment. Summarily, in both the guidance center and resource center (or in some cases where they might be combined into one resource center) the aide will be of service directly to individual students, but also to the teachers, counselors, administrators, and parents.

D. CONCEPTUALIZATION AND TASK DELINEATION: A common base of knowledge and skill is shared by the aides who work in either guidance centers or resource centers. The maintenance, storage, and dissemination of either instructional or occupational materials requires common human relations and semi-clerical skills. Both types of aides are involved in the school setting working as assistants to professionals. In most schools, aides will be working in resource centers separate from the guidance centers. The guidance center will in most cases be located in guidance offices of the secondary school. While there are common skills, physical separation, terminology, concern with testing, an orientation toward the future and involvement in decision making procedures are the unique factors which must be considered in the conceptualizing and delineating of different tasks for the resource center aide and guidance center aide.

The proficiencies of the aide have been organized into three levels based upon relationship to data, people, training, and independence of actions. Level I is the beginning aide, level III is the most advanced aide. This proposal is concerned with the training of level I personnel.

Six basic assumptions underlie the specific tasks for each of the three levels of center aides.

1. The person employed on each level must be competent and willing to perform tasks of lower level position, i.e. a level II aide would be expected to have the knowledge and skills required for a level I position.
2. Misunderstanding and conflict about the role, expected function, and evaluation of new personnel in the school can be reduced if tasks have been specifically delineated for all parties concerned.
3. Each of the tasks at all levels would be undertaken at the direction and approval of professional personnel.
4. The enumeration of tasks at each level is not all-inclusive but rather a clear communication of a starting line for training and beginning work activities.
5. It is assumed that appropriate use of aides will increase teacher and counselor opportunities for contacts with

students and teachers. If professionals are seeking opportunities for more student and teacher contact, there are many more suitable ways to do so than passing out resource material.

6. The aide has a recognized means of "moving up" from level I to III. There is a different career route for the professional: it is not sequential from level III.

It must be clearly understood that the work of each aide at whatever level is assigned and supervised by the professional; the differences among the levels arise from the fact that the level III worker has had more training and more experience and therefore requires less active, less intense supervision than the level I aide. Appendix Y shows graphically how the three levels compare with each other in their relationships with people, with data, with training and with autonomy using the guidance center aide as an example.

1. People: it will be clear from Appendix Y that the level I aide deals with information about people; the level II aide prepares (under the supervision of the counselor) and distributes a newsletter to people; the level III employee will as a part of his duties collect information from people in groups or from individuals.
2. Data: single items of data are the principal concern of the level I aide; for example, he posts test scores in cumulative folders, The level II aide combines data from one or more sources. The worker whose experience and training have brought him to level III may act as a research assistant in conducting comparison studies with local norms. Such studies will be initiated and supervised by the counselor.

3. Training: preceding entry to a job at level I, the aide will be trained primarily in a wide variety of basic human relations, clerical and audio-visual skills. Level II aides through pre and inservice training will focus on specialized skills of dissemination of resource materials such as newsletter, scheduling career conferences, distributing survey questionnaires, and operation of television equipment. Level II aides will in essence be working with a wider variety of people and materials than a level I aide. Level III training will be more involved in paraprofessional team training than any other level. His pre and inservice training will focus on aiding the professional in collecting materials for the resource center, organizing field trips, role playing job interviews, and placement follow-ups. Level III will also be involved in some aspects of training level I aides.
4. Autonomy: the less training and experience an aide has, the less freedom he will have in scheduling his own time and planning the priorities for completing the tasks assigned to him, subject always to the professional directions and supervision. The tasks assigned to the level I aide will typically be in single units, normally assigned by the professional for short periods of time.

The level II aide will have assigned to him more ongoing tasks than those such as maintaining a master calendar of events assigned to the level I workers. Although the tasks will be supervised by the counselor the aide will have a degree of flexibility in scheduling the completion of these tasks.

The aide who has moved up to level III will, of course, have his tasks assigned by the professional, but those tasks will be even broader in scope than those of the other two levels, and the aide himself will have greater freedom in planning the completion of the assignments and using resources to complete them. Typically, the assignments which the level III worker handles will require a longer period of time than levels I and II to finish. Level III aides may also be delegated some responsibility by the professional to supervise the paraprofessional team.

E. ROLE OF GUIDANCE CENTER AIDE: Aides assist the counselor by freeing him of the semi-clerical and routine details of his responsibilities; for example, the level I aide could be responsible for posting to the cumulative folders the test scores of a large group of students, or he could be responsible for routinely ordering new pieces of occupational information.

The level II aide is more readily able, by reason of his experience and training, to work with combinations of data rather than the single items handled well by the level I worker. The level II worker could combine a variety of data to develop expectancy tables; he could, in the area of occupational placement, seek out through job listings and employment agencies (under the counselor's direction) new opportunities for placement.

The ways in which the aide provides assistance to students is an important area; the very fact that the aide is there--visible and available--will render a service to the student in terms of getting to him the type of occupational and/or educational information he needs. Aides at level I will be able to locate those pieces of information to answer specific questions raised by the individual students; level II aides will be able to provide factual information about testing terms, for example; the level III worker might act as a group information leader and also collect follow-up information from former counselees.

Assistance to parents by the level I aide can be in the form of maintaining a schedule of parent appointments with the counselors; level II workers would provide factual information about resources for the parents; the level III aide would be competent to describe college expectancy tables.

It will be clear from the examples of tasks given above that aides at each level work under varying degrees of supervision and autonomy. Their work assignments also reflect degrees in the extent to which each level functions with materials and with people. A complete delineation of tasks by three levels, using the American School Counselor Association role statement has been completed in preparation for the three year plan to train each of these levels. This extensive report is available from the initiators. It is not included here because of the large number of pages. A sample of tasks and areas of responsibility of the guidance center aide are reported in Appendix Z.

F. ROLE OF THE AIDE IN THE RESOURCE CENTER: In its simplest definition a resource center is "space for the student to work independently at his own rate with varied materials to stimulate his interest."[5] The equipment and multimedia materials for such a center might be housed in or out of the central library complex. Materials at the junior high level would be of a wide spectrum, encouraging exploration. At senior high level, materials would be directed at the more specific need for information relating to subject matter areas or guidance. It is recommended that materials be organized by qualified professionals into program units,--organized units of varied materials directed at specific areas of information with suggested response items from the interested student. Such organization gives the student the opportunity to plan or "contract" for specific units as well as giving him the tools for self-evaluation of his independent study.

The role of the aide in such resource centers would be to: 1. Aid students in an informative and systematic manner, 2. Record and tabulate student participation, 3. Maintain the center to facilitate utilization, and 4. Relieve the professional staff of semi-clerical and routine tasks. The professional member in the resource center would then give his full time to the evaluation, acquisition and preparation of materials and program units, as well as guiding those students who wish to innovate and design original units of independent study.

Based on the conceptualization discussed earlier in this chapter, sample tasks and areas of responsibility are listed in Appendix AA.

The preservice training program which was conducted for the preparation of level I aides was based on the conceptualization developed in this chapter. The operational procedures to implement a training program for level I aides is described in the next chapter. Chapter III contains a description of the training program.

FOOTNOTES - CHAPTER I

[1] Bowman, Garde, Klopf, Gordon J., NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL, A STUDY OF AUXILIARY PERSONNEL IN EDUCATION, Bank Street College of Education and Office of Economic Opportunity, New York, 1967, p. 3.

[2] Collins, Alice H., THE LONELY AND AFRAID, New York: The Odyssey Press 1969.

[3] Bay City, Michigan, Yale-Fairfield, Conn. Study, the Rutgers Plan DECADE OF EXPERIMENT: 1951-1961, The Fund for the Advancement of Education Ford Foundation, New York, 1961, 431-67.

[4] Dawson, Helaine, ON THE OUTSKIRTS OF HOPE, New York: McGraw Hill, 1968.

[5] Sullivan, Peggy, ed. REALIZATION: THE FINAL REPORT OF THE KNAPP SCHOOL LIBRARIES PROJECT, Chicago: American Library Association, 1968, p. 281.

CHAPTER II

OPERATIONAL PROCEDURES

A. PUBLICITY

B. SELECTION OF TRAINEES

C. ORIENTATION TO THE PROGRAM

D. FINANCIAL CONSIDERATIONS (AIDES)

E. FINANCIAL CONSIDERATIONS (STAFF)

F. SECONDARY STUDENT INVOLVMENT

G. CONSULTANTS

H. STAFFING REQUIREMENTS

I. STAFF RELATIONS

J. DISSEMINATION OF INFORMATION

K. EVALUATION

L. RESEARCH

OPERATIONAL PROCEDURES

A. PUBLICITY: A brochure was developed immediately upon assurance of funding. (Appendix A) This brochure proved to be an effective and efficient vehicle for the dessimination of information. Including the Registration Form as a part of the brochure eliminated a mailing for both the prospective trainee and the program director, thus speeding up the identification and acceptance process.

The Massachusetts Teacher's Association resources were utilized to print out gummed labels for every secondary principal and superintendent in the Massachusett's public schools. The Educational Directory, published by the Massachusetts Department of Education, served as a source of addresses to enable the program director to send several copies of the brochure to every guidance director in the Massachusetts' public schools. The Catholic School Guide served as the source of addresses for principals and guidance directors for the parochial schools throughout the state. Sargeant's Handbook of Private Schools was the source of addresses for distribution of the brochure to all private schools in the state.

A news release was distributed to approximately 85 newspapers throughout the state (Appendix B). The source of addresses for these newspapers was the Editor and Publisher Yearbook. This news release was also distributed to several local radio stations.

Articles concerning the forthcoming program appeared in the Massachusetts Personnel and Guidance Association Newsletter for June 1969, and in the June 1969 issue of Trend, a publication of the Cooperative Schools Service Center at the University of Massachusetts.

The staff made presentations to the Franklin-Hampshire County Guidance Association, and the Berkshire County Guidance Association during the spring prior to the program. The Massachusetts Association of School Counselors also served as a vehicle for the dessimination of information, with several hundred brochures being distributed at the annual meeting held at Holy Cross College in Worcester.

Personal letters were sent to eighteen guidance directors throughout Western Massachusetts, and telephone communications were utilized extensively throughout the spring and summer months.

The evaluation and summary of the program will be distributed to secondary principals, superintendents, and guidance directors throughout the state, utilizing the same mailing lists as the pre-session publicity. In addition the president of each local teacher's association will receive these materials, as we attempt to facilitate the dessimination of information to those people who will be directly concerned with the utilization of aides.

B. SELECTION OF TRAINEES: The basic qualifications for trainee selection were the dual EPDA criteria: 1. the individual cannot be presently employed as an aide, and 2. the individual must have assurance of employment as an aide for the 1969-70 school year. Selection by a local school system of the particular aide was deemed sufficient to justify acceptance into the training program. The signature of an administrator of the employing school on the registration form was interpreted as assurance of employment.

The potential trainees were required to list two references, however, and to have these references indicate confidence in the trainee. (Appendix C and D) Upon receipt of the two completed reference forms, the trainees were notified of their acceptance into the program with concurrent notification of the school administrator who had signed the application form by means of a copy of the acceptance letter. (Appendix E)

The program director received many inquiries from interested individuals, many of whom were not eligible for training due to the lack of a job commitment for the following school year. These individuals were informed that they might be able to attend the program as an "Auditor" if the number of fully qualified applicants was small enough to warrant such acceptance, the Department of Education having indicated that "auditors" could be accepted if they presented no extra cost to the program. Two auditors were finally accepted, and took the complete program with the understanding that they were eligible for no financial reimbursement.

The accepted trainees numbered eighteen and were all women, ranging in age from twenty-one to fifty-two. Seventeen were married and most had children, with one the mother of nine children. Another, the mother of seven children, was separated from her husband, and was dependent upon welfare to bring up her family.

The educational level ranged from grade eleven to two years of college, with one woman having completed nursing school and having worked in the field of nursing for several years. Interestingly enough, only two of the eighteen had not attended some type of specialized school or courses prior to attending this program, indicating a general awareness by the group of the value of education.

All of the trainees had a record of employment, with various non-technical and secretarial positions being the most prevalant. Their record generally indicated a high degree of stability on the job, as interpreted from the length of employment at each position held.

C. ORIENTATION TO THE PROGRAM: The acceptance letter to the trainees contained several items of information, designed to decrease anxiety concerning attendance at a new program in an unfamiliar setting. Immediately prior to the beginning of the program, a final letter was sent to each trainee. (Appendix F) This letter included a map (Appendix G) and a simple job expectancy questionnaire (Appendix H) designed to aid in determining any changes in job expectancy during the course of the training program.

All trainees were present at 8:00 AM on July 28, 1969, for an orientation program conducted by the members of the staff. Mr. Leland distributed the three-week program schedule (Appendix I) and extended a welcome and a brief description of the program. Dr. Fredrickson offered an enthusiastic overview of the program objectives with emphasis on the aide as a member of the school team and a part of a new career position that is being introduced into our school systems. Mrs. Singer discussed the conceptualization of the various levels of aides. Mrs. Howes spoke briefly concerning resource centers, complimented by Mr. Vigneault's remarks on the subject of guidance offices. The primary aim of this orientation session was to facilitate the adaptation of the trainees to the program and to the individuals who comprised the training staff. The trainees were asked to fill out a biographical form (Appendix I-1) which became a part of their record file and facilitated the staff's familiarization with the trainees.

The audio-visual and clerical teachers conducted their specific orientations during afternoon sessions.

D. FINANCIAL CONSIDERATIONS (AIDES): Under terms of the EPDA title, the program was not allowed to award a uniform stipend to each trainee. Reimbursement was allowed for babysitting and travel expenses incurred while the trainees were attending the program. The qualified trainees signed a weekly statement, indicating the extent of their expenses for each week of the program. (Appendix J)

Those trainees who terminated employment in order to attend this program were allowed - under terms of EPDA -- to collect a financial compensation of $75.00 for each week of the program. Trainees who qualified were instructed to get verification from their previous employer of the date of termination of that employment.

All financial matters were handled through the business offices of the Amherst-Pelham Regional Schools. The program director signed all purchase orders submitted to the business office, guaranteeing extensive control of financial matters. The official financial records were kept in the business office, with the program director maintaining a separate, unofficial, set of records as a convenience to himself and other staff members. Forms pertaining to financial affairs are found as appendix K.

E. FINANCIAL CONSIDERATIONS (STAFF): The program director worked out a complete schedule of reimbursement, coordinated with the business office. Final arrangements call for the four staff members who are members of the local school system to be paid semi-monthly until June of 1970. The members of the staff who are outside the local school system were paid upon presentation of a bill for services rendered.

F. **SECONDARY STUDENT INVOLVEMENT:** Secondary students were recruited to provide a realistic practicum experience for the aide trainees. A total of 22 students were utilized at various times for a total of 17 hours of the program, despite the fact that reimbursement of these students was not permitted. It is recommended that the program director live on a heavily populated street and be friendly with his neighbors.

These students aided in the evaluations of the trainee's performance as an interviewer. (Appendix L) They also served to evaluate sound-filmstrips. (Appendix M) Various members of the staff were responsible for these students at various times with the director being responsible for the overall coordination. All secondary students received letters of appreciation for their participation in the program. (Appendix N)

G. **CONSULTANTS:** Personnel outside of the main staff were utilized extensively; a total of 22 individuals brought their specialty to the program. All consultants received a letter outlining their tasks. (Appendix O) The Curriculum Specialists from the local school system received a special contract. (Appendix P) Upon completion of their obligation to the program each consultant signed two copies of a request in order to receive reimbursement. (Appendix Q) All consultants received letters of appreciation for their participation in the program. (Appendix R)

H. **STAFFING REQUIREMENTS:** In addition to the five permanent members of the staff, an experienced business education teacher and a qualified audio-visual teacher were required. Two high school students were hired as A.V. technicians. These students were vital during the human relations portion of the program, running the television cameras and replay units. They were also of much value during the A.V. Workshops, serving as resource personnel.

Two part-time secretaries have done a superior job of handling all secretarial tasks. These girls were hired upon the recommendation of the local business education teacher. Having high school girls as secretaries facilitates the coordination of secretarial chores during the school year. Having two part-time secretaries lends much flexibility to the director in the assignment of tasks as he is able to adjust their work schedule to the specific demands of each week.

I. STAFF RELATIONS: The staff for this program is highly professional. Every member has the great ability to sublimate personal needs to meet the needs of the staff and the program. The program director could depend completely upon each member of the staff to complete every assigned task. Every member of the staff proved anxious to do his share - no one was concerned with the equity of work load for the various members of the staff. Without such staff harmony, the administration of such a program would prove quite difficult.

J. DISSEMINATION OF INFORMATION: The dissemination of information for this training project is divided into three parts - pre-session information, description of the project in action, and post-session information. A variety of media and methods are applicable for the dissemination of this information.

Information concerning the completed program will be submitted to the ERIC publications, for nationwide distribution. The Cooperative Schools Service Center Publication Trend carried an article prior to the program and will be utilized in the future to publicize the completed program. A descriptive article will also be submitted to the Massachusetts Teachers' Association publication The Massachusetts Teacher.

Descriptive articles will be submitted to the newsletter of the Amherst-Pelham regional school system and to appropriate state educational association newsletters.

Articles including photographs, describing the project and identifying the individuals who have taken part in the training, will be distributed to the appropriate local newspapers. Participants in the program came from many areas of the state: Adams, Williamsburg, Charlemont, Sunderland, Barre, Oakham, Worcester, Amherst, Lexington and New Bedford. This wide geographic distribution facilitates our state-wide publicity through the vehicle of local newspapers.

K. EVALUATION: Self-evaluation was seen as the most effective means of bringing about change in the behavior of adults, and several forms were developed to assist the trainees in determining the value of the program as it related to their particular needs, and to allow the staff to record the observed effectiveness of the various aspects of the program.

A form was developed to determine the reaction of the aides to each day's program. (Appendix S) This form was filled out during each end-of-the-day evaluation session. The comments on the forms were compiled into a single report for each day. The staff scanned these forms at the end of each day as a source of feedback. A separate form was developed to enable each staff member to record an evaluation of each observed activity. (Appendix T) The combination of trainee daily evaluation sheets and staff evaluation sheets served as a constant monitor of activities and enabled the staff to develop a comprehensive final evaluation. Also incorporated into the staff final evaluation were the results of the Trainees Final Evaluation Form filled out just prior to the final exercises. (Appendix U)

As a means of assuring the validity of the final evaluation Dr. Mitchell Salim served as a special evaluation consultant. Dr. Salim was formerly the director of a Counselor Assistant Project at the University of Rochester. His evaluation is included as a portion of Chapter IV.

E. RESEARCH: Data has been collected on the trainees themselves using the following instruments:

1. School and College Ability Test (SCAT)
2. Strong Vocational Inventory Blank (SVIB)
3. Biographical Form

As follow up and on-the-job evaluation occurs test profiles will be presented as correlates to differing outcomes. It is not known if conventional testing can predict variable aide success. Nearly all of the aides expressed verbally and manifested physically test anxiety especially with the SCAT Form 1A.

The training program did not differentiate on proficiency skills as nearly all completed the required skills for level I personnel. In the future it may be more advantageous for evaluation and research purposes to differentiate the degree to which a particular skill can be demonstrated rather than all or none. For the aides the need to accomplish and achieve success was of critical concern; avoiding gross "yes" or "no" seems to be an important principle during the training program.

Research was also conducted by the training consultants for human relations skills. A copy of their study dealing with the efficacy of using microcounseling techniques with the training of paraprofessional personnel follows. It will be submitted for publication in an appropriate professional journal.

THE APPLICATION OF THE MICROCOUNSELING PARADIGM TO THE TRAINING OF SUPPORT PERSONNEL IN COUNSELING

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Even the most cursory review of the literature in counselor education reveals a diversity of opinion regarding the appropriate training and role function of the paraprofessional in counseling. The apparent confusion results, not from argument surrounding the need for support personnel, but rather with respect to the function, role definition and role limitations placed upon the individual within the context of a paraprofessional position.

The American Personnel and Guidance Association (1966) has proposed several guidelines applicapable to the preparation of support personnel. They suggest that training be specific and concrete, of limited duration and aimed toward supporting, and not usurping the responsibility of the counselor. For example, APGA suggests that support personnel might operate under the aegis of both direct and indirect helping relationships. Direct helping relationships would be illustrated by individual interviewing of a predominantly factual and information gathering nature, presentation of information to the counselor and follow up of clients, and the establishment of initial client rapport with the

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counseling staff. Further, structured discussion group leadership, observation and initial rapport building with a group are seen as poss ble appropriate activities for support personnel by APGA. Indirect helping relationships revolve more around paraprofessional duties such as data collection and analysis, clerical tasks, preparation of informational materials, etc., which might be performed adequately by the paraprofessional.

The majority of authors who have found occasion to comment upon the training of paraprofessionals have echoed the guidelines of APGA particularly with reference to the clarification of appropriate role definitions for support personnel and the maintenance of counselor responsibility and supervision (Gust, 1968; Hansen, 1965; Patterson, 1965, 1967; Wrenn, 1965).

Guidelines aside, the evidence for the effectiveness of support personnel is equivocal. A considerable body of literature exists in counselor education which suggests that lay personnel can be trained to function quite adequately within the role of counselor (Carkhuff, 1969; Carkhuff & Truax, 1965; Ivey, 1968; Poser, 1966; Rioch, Elkes, Flint, Usdansky, Newman & Silber, 1963).

The present study describes an effort to train support personnel in three basic human relations skills which have been described in previous microcounseling research (Ivey, et. al., 1968; Haase, Forsyth, Julius & Lee, 1969). Inasmuch as support personnel are required to perform at least at a minimal level of interpersonal functioning (e.g., establishing rapport), it would seem important that they possess the behavioral skills which would maximize their effectiveness in that role. This paper describes the evaluation of a limited, specific and concrete training program for support personnel in the behavioral skills of articulation (expression of feeling), communicating understanding (reflection of feeling) and attending behavior.

METHOD

Subjects and the Project

The data reported were collected on a group of 16 females who had been accepted for training as support personnel in guidance and resource centers. The Ss ranged in age from 21 to 52 and only one of the trainees had more than a high school education. The total scope of the project was concerned with instruction in several areas of expertise. Clerical, library, audio-visual and guidance center skills comprised the bulk of the program. In addition, a 12 hour workship in human relations and communication was conducted for the trainees by the authors. It was in the human relations aspect of the program that evaluation of the trainee acquisition of behavioral skills was evaluated.

The microcounseling methodology described by Ivey, et. al. (1968) was employed in this study. Basically the paradigm included the following steps:

a. an initial diagnostic interaction between trainee and another member of the group was videotaped.

b. a microcounseling manual describing and illustrating the skill of attending behavior was read by all trainees.

c. Models of both positive and negative attending behavior were shown the trainees and discussed.

d. the trainee's original tape was reviewed in a small group of trainees and comments and further discussion of the skill were introjected for each trainee.

e. a second 5-minute videotaped interaction was completed by the trainee with a different second party.

f. the final tape was reviewed by the group and supervisor with the aim of sharpening the behavior skill of the trainee with respect to that skill.

The paradigm outlined above was repeated for each of the three skills. In three 4-hour segments the skills of attending behavior, articulation and communicating understanding were taught to all 16 trainees.

Instrumentation and Raters

The three skills of attending behavior, communication of understanding and articulation were independently rated by three judges. The judges were three graduate students in counseling at the University of Massachusetts who had previous experience with the rating scales employed. The judges had no other connection with the project or study. Scales employed consisted of a measure of skill acquisition for each of the three behavioral skills as well as an overall effectiveness inventory which has been successfully employed in other microcounseling contexts (Ivey, Miller, Morrill, & Normington, 1968). Attending behavior was rated on three distinct criteria: 1a) verbal following, or the extent to which the trainee could interact with another person without jumping topics, leading or imposing direction on the interview which was not consistent with the desires of the interviewee, or being able to "stick with" another person; b) posture: rated on a 5-point continuum from relaxed to tense; c) eye contact: ability to maintain appropriate levels of eye contact during the course of an interaction. 2) Expression of feeling or accurate articulation: the ability to communicate accurately to another person the way you respond to or feel about a given topic of discussion. A modified scale for the measurement of the genuineness of the expression of feeling (Carkhuff, 1967) was employed in this segment of rating. 3) Communication of understanding:

the ability to reflect to another person the essence of what he has communicated in an attempt to display that you have understood what he has said, how he feels, etc. A modified scale for the measurement of accurate reflection of feeling was employed to obtain a quantitative index of this skill (Ivey, et. al., 1968).

Interrater reliability computed among the three raters employed in this study were generally adequate. Coefficients included expression of feeling, r = .72; reflection of feeling, r = .82; and within attending behavior: verbal following, r = .65; posture, r = .68; and eye contact, r = .97.

RESULTS

Ratings of the three judges were tabulated for each S and an average rating obtained on each criterion measure employed. Means and standard deviations of pre- and post-training were computed and differences between means were analyzed by use of a t-test for correlated samples. Results of these analyses have been summarized in Table 1.

TABLE 1

Analysis of Support Personnel Functioning
on all variables before and after training.

Variable	Pre		Post		t	df	p
	X	S.D.	X	S.D.			
1. Expression of feeling	2.50	.56	2.98	.60	5.00	15	.01
2. Reflection of feeling	2.83	1.54	6.21	2.84	5.04	15	.001
3. Attending Behavior							
A. Verbal following	2.48	.76	3.56	.92	5.68	15	.001
B. Posture	2.94	.71	3.81	.74	4.14	15	.001
C. Eye contact	3.13	.63	3.56	.80	3.90	15	.01
4. Counselor effectiveness	87.21	15.25	110.06	23.70	3.73	15	.01

Inspection of pre- to post-training differences reveals that significant increases in ability to engage in the behavioral skills taught in this study were obtained.

DISCUSSION

The results of the present study strongly support two conclusions: (1) the efficacy of training support personnel in human relations skills via the microcounseling paradigm; and (2) the generalizability of the microcounseling methodology. The results further indicate that paraprofessionals can be trained in counseling skills previously reserved for individuals enrolled in extensive graduate training programs. Signigicant changes in attending behavior and reflection of feeling compare favorably with changes found in a group of masters degree students in counseling (Ivey, et. al., 1968). The major difference between the present sample and the counseling students is the level of entry and exit with respect to these two skills. The counseling students evidenced higher levels of functioning than did the paraprofessionals. It would be interesting to ascertain the amount of time necessary to bring paraprofessionals to similar levels of functioning. These findings are consistent with similar results presented by Carkhuff (1969) which demonstrate that paraprofessionals can increase in levels of interpersonal functioning over the course of a brief training program. Again, paraprofessional level of functioning was found to be below that of professionals. Carkhuff observes, however, "Overall, subprofessionals and helpee-trainees tend to gain more in their level of functioning over the course of brief training than professional trainees do over years of training" (1969, p. 239).

Trainees in this study also showed significant gains in their ability to accurately express feeling. These findings agree with those of an earlier study (Haase, et. al., 1969) in which clients were trained in the expression of feeling prior to counseling.

It should be pointed out that the authors in no way imply that the three skills discussed in this study represent the sum total of human relations. It remains for further research to identify and validate other discrete behavioral units within the context of human relations.

Anecdotally, the microcounseling paradigm appears to lend itself particularly well to training settings. First, the availability of immediate visual, as well as verbal, feedback is an important adjunct to the learning process. In addition, it seems to provide a setting which maintains a consistently high level of interest among trainees. The philosophy underlying microcounseling-training in specific, concrete and digestible skills over short periods of time-is entirely consistent with the guidelines set forth by APGA for the training of paraprofessionals. Such a combination would suggest that microcounseling methodologies might be employed with increasing success in the training of support personnel in counselor education.

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CHAPTER III

PROGRAM DESCRIPTION

A. HUMAN RELATIONS

B. CLERICAL & LIBRARY SKILLS

C. AUDIO-VISUAL & GRAPHIC ARTS

D. SCHOOL CLIMATE

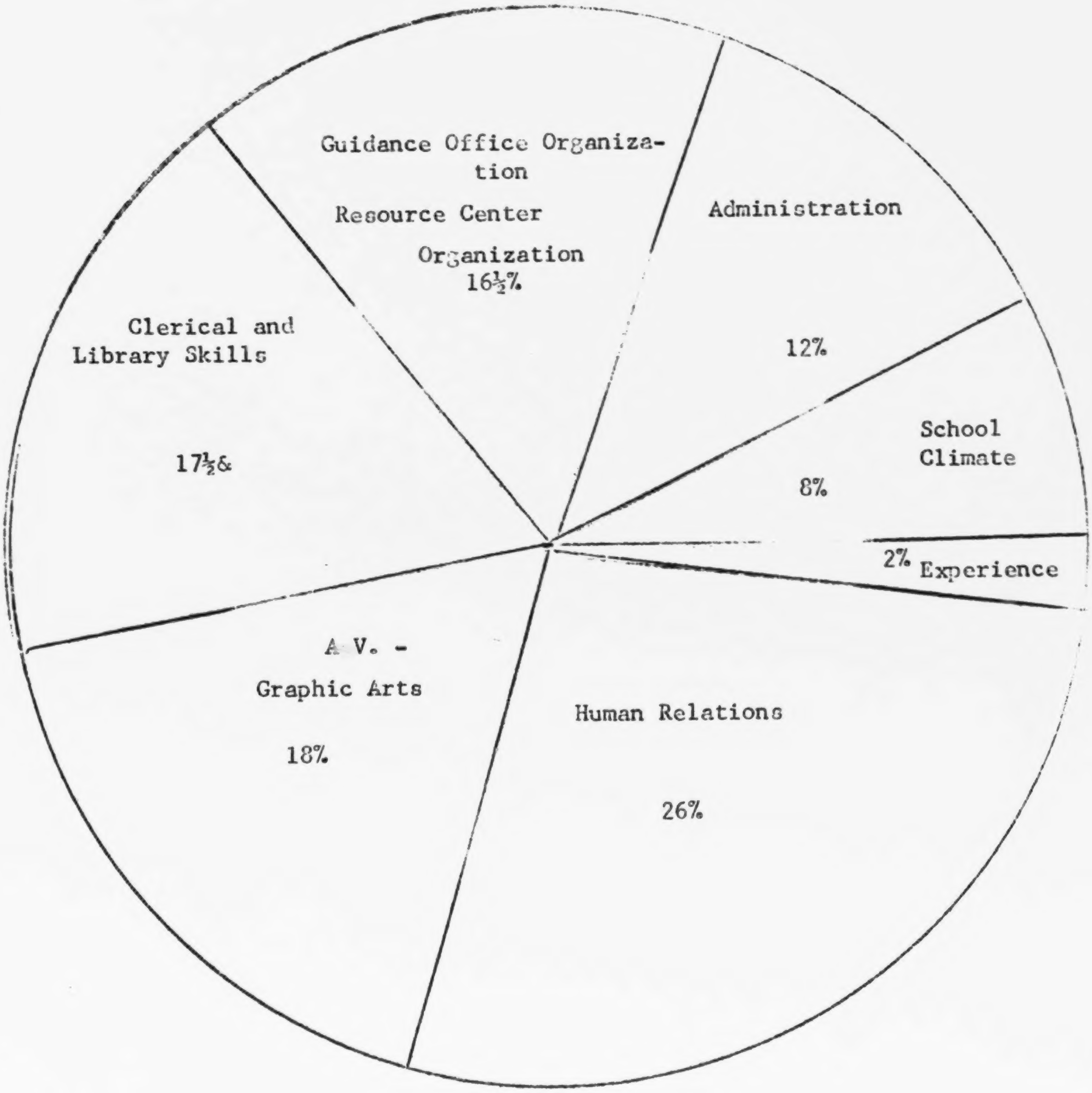
E. GUIDANCE OFFICE ORGANIZATION

F. RESOURCE CENTER ORGANIZATION

G. EXPERIENCE

H. ADMINISTRATION

TIME ALLOTMENTS



EPDA Training Program
Amherst-Pelham Regional Schools

Amherst, Mass. 01002
609-69-202

PROGRAM SYNOPSIS

The nine enabling objectives were:

1. Clerical skills
2. Audio-visual skills
3. Human relations skills
4. Increased awareness of human behavior
5. Introduction to school organization
6. Development of educational terminology
7. Knowledge of current educational issues
8. Skills connected with resource materials
9. Demonstrated use of sources

The eight basic units of the training program were:

A. Human Relations

B. Clerical skills and library skills

C. Audio-visual skills and Graphic Arts skills

D. School Climate

E. Guidance Office Organization

F. Resource Center Organization

G. Experience

H. Administration

The following chart indicates in which units the various enabling objectives were met:

Enabling Objective	Units meeting this objective
1	B
2	C
3	A
4	A
5	D
6	B, C, D, E, F
7	D, G
8	B, E, F
9	B, E, F

OVERVIEW

The specific instructional objectives were seen as enabling objectives for the schools' effectiveness in helping the student to learn and to make occupational decisions. The training goal was that the aide have specific kinds of skills, developed in the pre-service and strengthened in the inservice training programs, in order that she would function effectively in consort with the school staff to maintain and aid in the utilization of resource materials.

These enabling objectives include:

1. Clerical skills: the abilities to type and to file, to use the duplicating machines necessary for a guidance center or resource center. To assure the employers and to provide a tangible source of self-confidence to the paraprofessional, a checklist of the skills and abilities was utilized for the audio-visual and clerical areas.

2. Skills in the use of Audio-Visual equipment: ability to operate projectors of various types, program learning advisor, television cameras, recorders, 8mm clip machines, record players, etc. Modern media provide effective vehicles allowing the individual student to seek his own answers, to be his own instructor in areas of inquiry. A paraprofessional trained in this area can expedite self-instruction with available resources and there-by allow the professional staff time for counseling and preparation of materials for such centers.

3. Human relations skills: these include developing and strengthening the abilities to communicate--to listen, to observe, to verbally follow, to speak with the other people the paraprofessional meets on the job. These skills are deemed to be of great importance to the on-the-job success and satisfaction. Both intra- and interpersonal skills will be enhanced. Measurement was done by students and staff using micro-teaching and rater observations.

4. Increased awareness of the characteristics of human behavior: the end in view for the paraprofessional trainees was that they have a broader understanding of themselves and the people with whom they work.. The characteristics of young people's behavior, educational and social problems and the aides'ability in adapting to these behaviors were an integral aspect of the training program.

5. Basic introduction to school organization, procedures, policies, curriculum and impact of institution on the individual: Those aspects of school law and ethics which are relevant to the paraprofessional's functioning within the school setting were included. Measurement was by examination and case study procedures.

6. Development of educational terminology: this area was concerned with testing terminology as well as with other terms which are particular to guidance or resource center. A glossary included such terms as D.O.T., percentile, program, film clip, aptitude, interest, learning contract, stanine, data processing, cataloging, etc.

7. Knowledge of current issues in education: the trainee who may not have had recent experience or contact with schools and the variety of concepts that are being debated became aware of what some of them are and how these issues and their resolution related her functions in the school. Such issues included race, student dress conduct, self-directed learning, evaluation of teacher performance. Measurement was by the ability of the trainee to discuss such topics with students and colleagues.

8. Demonstrated ability to order, maintain, display, and disseminate resource materials: Measurement was by demonstration in the resource center of the junior high school with secondary students providing a realistic atmosphere. Simulation techniques were also used.

9. Demonstrate use of sources: ability to aid the student (or counselor or teacher) in obtaining appropriate materials in a minimum amount of time. Measurement was by raters observing demonstration in the guidance center or resource center with actual student subjects.

Objective number nine is the unique aspect of this proposal. It differentiated the aide trained in this program from the usual classroom teacher aide. It builds on the theory and practice already developed in the Independent Study Center in Amherst and expands this to include a guidance center dealing with occupational information.

Analysis of tasks indicates that the professional staff can be freed of semi-clerical, routine functions that decrease the amount of time during which they can operate at higher, professional levels -- carrying out those tasks for which they, and only they, are professionally trained, e.g. working with individual students and preparing materials and programs for individual study. The parents and community will benefit tangentially (a) from the professional staff's having more time available to consult with them and (b) from the accessibility of an aide who can quickly locate the specific resources needed at the moment. Summarily, in both the guidance center and resource center (or in some cases where they might be combined into one resource center) the aide will be of service directly to individual students, and also to teachers, counselors, administrators, and parents.

The training program consisted of three parts: 1. Human relations; 2. Clerical skills and 3. Special resource center training. Each of these parts was devoted to assuring that the trainee gained the proficiency for level I paraprofessional tasks for guidance and learning resource centers. The training program was not aimed at training secretaries, counselors, librarians, or teachers, but was directed toward the preparation of resource center aides. Under the supervision of a professional, these aides will assist in the maintenance, storage, and utilization of resource materials to aid in learning and occupational decision-making.

A tone was established that the trainees are launching a significant innovation in education. Their tasks are important and essential. The excitement and interest each demonstrates on the job as a person will incite each student to use the resource center repeatedly. To provide knowledge and skills to undergird this excitement and interest, human relations training was one major part of the training program.

A. HUMAN RELATIONS - 27 hours

OBJECTIVES: Human relations training was a major part of the training for the level I aides. Students are quick to perceive behavior that is not accompanied by genuineness and empathy as hypocritical and self-oriented. The human relations component was concerned with the motivation and intent which transcends overall behavior of the aide.

Experience in Amherst with aides indicated a need to bolster self-images of para-professionals and other personnel. The focus of human relations training was on those knowledges and skills which assist the aide in relating to others. These included:

A. ability to communicate orally with students
B. ability to attend to another person
C. ability to listen and verbally follow what a person says
D. ability to reflect feelings of another person
E. knowledge of racial and social class influences in schools
F. awareness of aides' own racial biases
G. ability to project, interpret, clarify, and demonstrate ease in public reading and speaking

PROCEDURES: A variety of instructional techniques were utilized. Lecture method was infrequently used except in the Black Cultural History presentation. Television camera and video recorder were used to enhance self-evaluation for the aide trainees. Early in the pre-service training program a video tape recording was made of each aide relating with another aide in a simulated experience or interacting with high school students. A follow up will be made of each aide on the job during the school year and comparisons made.

MICRO-COUNSELING CLINIC: Three basic communication skills were taught: 1) attending behavior, 2) expression of feeling, and 3) responding to feeling. Each of these skills is discussed in Appendix BB. The micro-counseling paradigm is a video tape training procedure which allows an individual to obtain a maximum amount of learning about a discrete behavioral skill in a minimum of time. The procedure relies heavily upon the concepts of social modeling and operant conditioning.

The following steps were used in the micro-counseling clinic:

1. Identification of skill.
2. Development of video taped models illustrating the particular skills.
3. Five-minute video taped session between the trainee and second person prior to training to establish a base rate of his possession of skill being taught.
4. Training period in which the trainee was shown the pre-recorded video models, presented with written materials and the skill was discussed with a supervisor.
5. Playback of trainee's first 5 minute session with the idea of reinforcing (vicariously) the presence of any behaviors she may have emitted which were consistent with the behavior being taught.
6. Practice sessions - in which the trainee was encouraged in a non-threatening atmosphere to actually practice the skill being taught. The use of video tape in these practice sessions was seen as critical to provide the immediate feedback necessary for optimal learning of the skill.

Strength training was included to build self-confidence and consisted of a series of simulated experiences in which the peer group acts as a reinforcer. The primary purpose was to build a stronger response repertoire - available to the aide to use in interaction with students and in relationships with professionals.

The question of racism was considered in two parts. A lecture was used for promulgating information on information on Black History and Black Power. This was preceeded by an extensive small group discussion period. These Interaction groups were led by three young black students from the University of Massachusetts and were emotionally toned groups. Language values, and practices in schools and in society were confronted. Personal feelings about inter-racial marriages, jobs, housing, and personal hygiene were encountered.

Small group leadership training consisted of each aide selecting one or more of five objectives, receiving training in that skill and then trying to accomplish that objective in 15 minutes with a small group of students. Instruction was provided by regular staff members in small groups. The trainee-aides were divided into 3 groups and each had a group of students to work with. After the final aide had completed her demonstration, all of the aides and all of the students would, with the staff, sit around a table and discuss their reactions to each other. See Appendix CC for a detailed designation of the small group leadership training.

MICRO-TEACHING: At the end of the first week of training, following the micro-counseling clinic, the aides were given an opportunity to work with a small group of secondary school students in facilitating the student's use of resource and guidance center. Five minute sessions of the aide with students were televised. Each aide then saw the play-back with a staff member and suggestions were made for improvement. Speech projection and question formation were the most common problems. The speech curriculum was altered to meet these general needs. See Appendix DD for further description of the procedures.

SPEECH - 3 hours, 4 meetings

Objectives: 1. to instruct in the skills of voice projection, interpretation, clarity and ease in public reading and speaking.

2. to demonstrate mastery of the above skills by producing two tape recordings of the same reading before and after instruction and one small group presentation demonstrating and explaining a simple process.

Procedures: The trainees were divided into three groups, six in a group. At the beginning of the first session each trainee made a recording of a standard reading selection. The remainder of the first session was spent in demonstration and exercises in voice projection. Before the second session, the instructor reviewed each tape and placed a written evaluation of strengths and skills that could be improved. The second session was devoted entirely to discussion and practice in skills, interpretation, clarity and ease in public presentation. Trainees were encouraged to direct this instruction toward the specific items mentioned in the instructor's commentary.

During the third session each trainee made a second tape recording of the original reading, keeping both interpretations on the same tape for purposes of comparison. The remainder of this session was spent in discussion and preparation for the final presentation.

As before the instructor reviewed each tape and made a written commentary emphasizing those skills in which there had been an appreciable improvement. The trainees were presented the recordings at the end of the final session.

In the fourth and final session each trainee presented a demonstrable skill, actually using the materials involved. Each presentation lasted approximately five minutes. At its conclusion all trainees and the instructor discussed the presentation in terms of the speech skills previously presented.

PERSONNEL: Mrs. Billie M. Howes of the staff was the instructor in speech skills.

FACILITIES AND EQUIPMENT: Training was done in a room large enough to make the training in projection practical. A tape recorder for each two trainees was necessary as recording was done during the training sessions. If it had been possible to isolate these, the results would have been more satisfactory.

Since human relation skills are interwoven into how one sees himself, effort was made, through electronic devises to provide immediate and personalized feedback. Aides were recorded individually, allowed to see or hear themselves, and propose their own evaluations. Their own evaluations often corroborated staff observations and were more useful in affecting change of aide behavior.

1. Sony DVK 2400/VCK with accessories (including porta-pack)
2. Sony TCV 2110 video recorder with monitor
3. tripod
4. ½ inch video tape
5. Audio tape recorder
6. Audio tape

B. CLERICAL AND LIBRARY SKILLS - 18½ hours
(Clerical Skills - 14½ hours)

OBJECTIVE: to give opportunity to learn and practice clerical skills in order to enable the trainee to reach a degree of proficiency on the skill chart.

METHOD AND PROCEDURE: A series of instruction and practice units were scheduled throughout the training period. Instruction was concerned with:

a. instruction and/or review of typing techniques, e.g. touch system, speed, tabulating
b. typing stencils and mimeograph masters
c. operation of duplicator, mimeograph machine, calculator
d. techniques of proper telephone use
e. techniques of filing and indexing

While most instruction was done with the large group, practice sessions emphasized individual instruction and practice to meet individual needs.

PERSONNEL: Mrs. Pauline M. Heffley was the instructor in clerical skills.

FACILITIES: Instruction and practice took place in the typing room at Amherst Regional Junior High School. Royal electric typewriters were used. Personal Typing 2nd edition by Lloyd-Hosler was used for the text. (Gregg) Typewriting Speed Tests issued by Gregg Test and and Awards, Sept. 1968-June 1969 was used for copy materials for 5 minute timed writings. Typewriting Style Manual, 20th Century Typewriting, 8th edition, copy C770 was a reference booklet given to all trainees.

(Library Skills - 4 hours, 2 meetings)

OBJECTIVES: 1. To acquaint the trainees with the following library tools:

card catalogue
Dewey Decimal System
Reference books (encyclopedias, dictionaries, directories)
Reader's Guide to Periodical Literature

2. To provide opportunity for the aides to explore a modern library facility with both print and non-print media.

METHODS AND PROCEDURES: The first day, two hours were spent in discussion of library tools using overhead projectuals and such realia as trays from the card catalogue, commercial kits for cataloging books. The trainees received a hand-out explaining the Dewey Decimal System. As a part of clerical practice each trainee "processed" a new book to make it shelf-ready.

The second day was a field trip to Crocker Farm School, an elementary school containing demonstration library under Title II sponsorship. Here the trainees were given an informal tour which allowed for experiencing the materials and discussing subsequent interests.

PERSONNEL: The main responsibility for this facet of training was accepted by Mrs. Anne Laugher, librarian at Crocker Farm School. She was assisted by Mrs. Florence Taylor and Mrs. Patricia Drake of the library staff of the Amherst Junior High School.

FACILITIES: It is essential that training of this kind be done in a library preferably one with both print and non-print materials. Good projectuals were available and helpful, but actual handling and processing of materials was the most effective training tool.

C. AUDIO-VISUAL AND GRAPHIC ARTS (19 hours)

(Audio-visual)

OBJECTIVES: 1. to instruct trainees in the operation and use of selected AV equipment.

2. to give each trainee enough practice in operating AV equipment to increase confidence.

METHODS AND PROCEDURES: Demonstrations, individual instruction and practice was given in the use of the following AV equipment:

filmstrip viewer and projector
8mm and 16mm film projectors
tape recorder
public address system
3m copier

Demonstrations were given in the use of the following AV equipment:

tachistoscope
controlled reader
reading pacer
various programmed teaching machines

PERSONNEL: Mr. Peter Utz was responsible for AV training. He was assisted by two high school students.

FACILITIES: Equipment listed was available in multiple units in the Amherst Junior High School. Operating Audio- Visual Equipment by Ebock and Cochern (Science Research Associates) was issued to the trainees as a text.

(Graphic Arts)

OBJECTIVES: 1. to present to the trainees the importance of visual arts as a communication medium and to discuss some of the basic principles of design.

2. to demonstrate and practice the skills of lettering and captions as well as arrangement and display.

3. to have the trainees demonstrate mastery of these skills by preparing binders, folders, scrap books, table displays or bulletin boards.

METHODS AND PROCEDURES: A slide filmstrip developed by the instructor was presented to the trainees to illustrate visual arts as a communication medium. Instruction was accomplished by demonstrations and practice in the use of the following techniques:

cut paper letters
felt tip lettering
cutting with a knife
mounting
paper sculpture
brush lettering
steel brush and pen lettering

Each trainee produced one graphic unit as explained in the objectives.

PERSONNEL: Mrs. Judith Hand of the Amherst Art Department was responsible for instruction.

FACILITIES: Instruction was conducted around large work tables. Each trainee was issued a portfolio of graphic tools and materials to be used in the training period and taken to the job experience. Two booklets on effective use of graphics were issued to each trainee: Baited Bulletin Boards by Koskey and E-Z Bulletin Boards by Weweloh (Fearon).

D. SCHOOL CLIMATE -- 8 hours

OBJECTIVES: The objective of this unit was to increase the base of the trainees' information about schools and students. The staff recognized that there had been varying periods of years since the individual enrollees had had close contact with secondary schools and the personnel therein and that recent developments in educational technology would probably not be familiar to them. The characteristics of young people's behavioral, educational and social problems and the aides' ability in adapting to these behaviors were an integral aspect of the training program.

To continue the concept of broadening the base of information on which the trainees will build, the objectives of the unit included a basic introduction to school organization, procedures, Policies and impact of institution on the individual as well as a knowledge of some current issues in education. The trainee who had not had recent experience or contact with schools and the variety of concepts that are being debated became aware of what some of them are and how these issues are related to her functions in the school. Such issues included race, student conduct, self-directed learning and data processing equipment and its usage. In short, the objective was one of demonstrating to the enrdlees the attitudes that people in schools (students, teachers, counselors and administrators) express toward each other--are they permissive? restricted? closely supervised? to mention only a few of the aspects of the unit. How are rules and regulations accepted by the students? by the staff?

PROCEDURES: The method used was primarily lecture-discussion. Mssrs. Gentry and Laruel spoke about the young people in secondary schools today, their aims and goals, their attitudes and their vernacular.

This presentation was more closely directed to the ghetto or inner-city schools than to the suburban or rural schools. The second part of their presentation was a large group discussion of today's youth.

Mr. Fitzgerald spoke of the worth and value of aides in the school system. He stressed the important contributions aides can make in the functioning of the school and some of the problems they are apt to encounter. He used audio-visual aides to underscore his comments.

Mrs. Howes, Director of Resource Centers, and Mrs. Sherman, who served the project as a paraprofessional model, spoke of the young people as they are seen in the Resource Center, the ways in which they work on academic assignments and in which they pursue non-academic interests as well.

The presentation by Mr. Leland on "Student Management" focused on a true-false quiz and hypothetical problem situations. These were discussed in the large group setting.

Mr. Caouette followed his narrative presentation with a tour of the Data Processing Center; the trainees were able to see how data is handled by the variety of machines located there.

The presentations by Mr. Vigneault, Mrs. Singer and Dr. Fredrickson were group discussions stressing the "team" aspects of school personnel and their interrelationships as well as their relationships with professionals in allied fields. Points previously made by Mr. Fitzgerald were commented on and extended by Dr. Fredrickson, who used case studies as an impetus to the discussion.

PERSONNEL: Mr. Atron Gentry and Mr. Lionel Laruel, School of Education, Univ. of Mass., "Alienated Youth" and "Adapting Education to Today's Youth"

Mr. Ronald Fitzgerald, Superintendent of Schools, Amherst, Mass., "School Administration -- School and Professional Ethics"

Mrs. Vera Sherman, Resource Center Aide, Amherst, Mass. and Mrs. Billie Marie Howes, Project Staff Member, Director of Resource Centers, "Aides in the Resource Center"

Mr. Arthur Leland, Project Director, Counselor, Amherst Regional High School, "Student Management"

Mr. Kenneth Caouette, Director, Data Processing Center, Amherst, Mass., "Data Processing"

Mr. Leo Vigneault, Project Staff Member, Counselor, Amherst Regional High School, and Mrs. Marilyn Singer, Project Staff Member, Counselor, Amherst Elementary Schools, "Relationships with Professionals"

Dr. Ronald Fredrickson, Project Staff Member, Associate Professor, School of Education, Univ. of Mass., "Confidentiality in the Center--Ethics Case Studies"

FACILITIES AND EQUIPMENT: The facilities requisite to this unit are areas for large group discussions and/or lecture presentations. Audio-visual equipment, i.e., overhead projector, may be necessary for some of the speakers.

E. GUIDANCE OFFICE ORAGANIZATION - 7½ hours

OBJECTIVES: One objective of this unit was to develop the trainees' knowledge and skills in assisting the counselor and students in the area of guidance office organization and function. The trainee was to learn to identify and retrieve specified occupational information, educational information, student records, financial aid information, as well as general school program information. Standardized test administration and clerical procedure skill development were included.

A further objective was to develop an understanding of the role of the counselor, his duties and responsibilities and how he relates to the school program.

PROCEDURES: Classes were conducted by Mr. Vigneault and Mrs. Singer at the guidance office of the Amherst Regional High School. This area was large enough to place chairs in a formal classroom arrangement within the office. All standard references in educational and occupational information most commonly found in guidance offices were presented. The presentation was made discussing each reference individually and giving a summary of its context, organization and use to the student and counselor. A question and answer period followed the presentation with the reference then handed to the trainees for closer examination and study.

References presented were as follows:

- American Universities and Colleges
- American Junior Colleges
- National Directory of Schools and Vocations
- The New American Guide to Colleges
- Terminal Education and Training Opportunities in Massachusetts
- Manual of Freshman Class Profiles
- The College Handbook
- Comparative Guide to American Colleges
- The ACAC Handbook for College Admission
- Chronicle Guidance Publications:
    - Major Fields of Study
    - Guide to Graduate Majors
    - Student Aid Annual
    - College Charts
    - Colleges Classified
- Lovejoys Scholarship Guide
- How to Win a College Scholarship
- Dictionary of Occupational Titles
- College Entrance Viewdeck
- Admissions Search Kit

Educational information files and the college catalog library were displayed with content and organization being explained. These files contained primarily college and financial aid information.

The College Entrance Viewdeck was explained and demonstrated as to its use by students and the further value of the Admissions Search Kit for a student in securing information.

Time was then given for the trainees to move about the guidance office to examine all materials more closely and operate the equipment discussed.

The following session presented by the Director of Guidance for the Amherst Regional High School, Miss Eleanor Fillmore, was concerned with the different functions and activities carried on in the guidance office and how this office responds to the various needs of students at different levels of potential. Individual task assignments with appropriate materials were given to each trainee. These assignments were typical aide tasks. Each trainee then explained to the group the task assigned to her and how it was carried out. A few examples of these tasks are as follows:

1. I am a junior boy. I don't know what I want to be yet but I'm in the college course. My dad wants to know what programs there are at the state schools because we probably can't afford a private college.

Answer - Show him the section containing the catalogs for all state colleges in Massachusetts.

2. Here is the first request for 1969 - 1970 for a college admission officer to visit. During the year we will receive between 75 and 100. Announcements to students must be made.

#1 Write a notice to be read over the intercom one week before then repeated the day before the visit.

#2 Post the sign-up sheet.

#3 Check student future plans chart for names of those who might be interested. Contact them.

3. Do you have any information on Airline Hostesses?

Answer - Use the file of occupational information, Folder #352.

The above are a few examples of a wide range of demonstrated activities undertaken by a guidance aide under the direction of Miss Fillmore.

Miss Louise Forsythe, consultant in graphics, presented a workshop in guidance material organization and display. She stressed the importance of technique and arrangement in achieving appeal, attractiveness and command of attention. Each trainee was given materials to review and work with in creating bulletin board displays, news bulletins, general educational and occupational information displays in a guidance office.

Dr. Ronald Fredrickson explained and demonstrated filing systems for occupational information, their value and use in guidance process. The organization and use of the Dictionary of Occupational Titles as it related to different types of systems was included.

Practical experience for aides in working with secondary school students who were brought to the guidance office to simulate the school situation. Each student presented a request to an aide for information concerning his vocational and educational plans. The aide then assisted the student in securing those references containing the information the student sought and explained to the student how to use these specific references. This was done under the supervision of Mrs. Singer and Mr. Vigneault, later discussing with each trainee his experience and its' evaluation.

Test administration procedures and terminology basics were demonstrated, explained and discussed. The presentation concerned itself primarily with the standardized tests in various areas of assessment. There was some focus on interest tests and the SCAT test since the aides had previously in the program experienced taking these tests. The DAT was also distributed for the purpose of explaining the content and administration.

The importance of uniform methods and procedures of administration were explained and stressed. The basic concepts and terminology in the interpretation and use of tests were explained and, where appropriate, graphically demonstrated.

A session was held with the guidance aide trainees concerning professional relations. A detailed job description of a counselor was given to each trainee. The work, duties and responsibilities of the counselor were explained and discussed for the purpose of giving the counselor aide a better understanding of the role of the person she would be assisting. The relationship of the counselor to the school staff was outlined showing the counselor's function within the school at large.

PERSONNEL: Dr. Ronald Fredrickson - Interviews
Louise Forsythe - Consultant in graphics
Marilyn Singer - Counselor.
Leo Vigneault - Counselor
Eleanor Fillmore - Director of Guidance

FACILITIES AND EQUIPMENT:
Guidance Office (with appropriate educational and occupational references)
College Viewdeck
Admissions Search Kit

F. RESOURCE CENTER - 10 hours

OBJECTIVES: 1. To experience the operation of a resource center wi high school students using the structure of the contract, student response sheets, and student evaluation forms.

2. To demonstrate the organization of a resource center.

3. To provide a listing of effective resource materials in the subject matter areas of English, social studies, science and mathematics.

4. To discuss specific resource materials with members of the teaching staff of the Amherst Schools.

PROCEDURES: Trainees were given the opportunity to work with a student in a simulation activity in the use of resource materials. Together the trainee and student reviewed available material in the area of the trainees's future job responsibility, e.g. guidance, science, social studies, etc. They then prepared a contract and proceeded to follow this as a program in independent study. Each trainee spent five sessions in this activity.

One day was spent working with a team of subject matter specialists. Each specialist made a short general presentation to the entire group explaining how instruction in his subject matter was facilitated and expanded by the utilization of a resource center. Each specialist gave the trainees a listing of basic materials effective in establishing a resource center in his subject matter field. Later, the trainees chose to meet in a small group with three of these specialists discussing materials and methods in greater detail.

During the final week of training the trainees met with the resource center director and her aide and discussed informally any questions, concerns, or interests that had been elicited by either use of a resource center or disucssion with the subject matter specialists.

PERSONNEL: Mrs. Billie M. Howes of the staff who is director of resource centers in the Amherst school system was responsible for this phase of training. She was assisted by Mrs. Vera Sherman, resource center aide and by Elwin Boyden of the science department, Richard diRafaelle of the social studies department, Miss Rita Leverault of the mathematic department, and Mrs. Janet Loomis of the English department.

FACILITIES AND EQUIPMENT: It is necessary to have a resource center with appropriate equipment (tape recorders, record players, filmstrip viewers, programmed teaching machines) and instructional materials,

2

For most effective results, such a resource center should be part of, or in class proximity to, the library of print materials. It was in this area that the new Amherst Junior High School provided the greatest potential for training aides in the use of resource materials.

G. EXPERIENCE - 2 hours (Additional time during noon hours)

OBJECTIVES: The primary objective was to expose the trainees to as many topics through the medium of films and demonstrations as possible within the tight schedule.

PROCEDURES: Two hours were devoted to this activity within the regular schedule and noon hours were utilized to allow the trainees to eat lunch and view films at the same time. The topics of the films were all guidance oriented and were related to the general theme of each day's program.

A demonstration was presented by the Fran-Tek Film Service concerning the potential of audio-visual techniques. The use of a "Cinerama" type screen was a feature of the presentation of this topic.

A demonstration of the Interactive Learning Systems was given to the group. Three representatives from the company explained and demonstrated their system for the securing of educational information on schools and colleges. There was also some discussion devoted to their company's forthcoming service in the area of occupational information.

A demonstration by Mr. Skinner of Electronic Futures, Inc. described the use of the Wireless Learning Systems. The trainees saw and used the battery powered headsets within the "loop" to listen to one or more of the eight cartridges being played simultaneously.

The relevance of these wireless systems for classrooms, resource centers, language labs and individual instruction was stressed.

H. ADMINISTRATION - 13 hours

OBJECTIVES: The objectives of this unit were to: (a) orient the enrollees to the training program; (b) administer tests and interpret their results to the trainees for project research and for increased trainee self-knowledge; (c) work closely with the aides' prospective employers to orient the supervisors to the program, to compare each aide's and her supervisor's perceptions of the aide's position in the school, and to discover weaknesses in aide training that would provide a basis for Inservice training; (d) provide opportunity for the staff's and the trainees' evaluation of the program on a daily basis and an overall program evaluation by the trainees at the end of the training period; and (e) culminate the program activities with the presentation of certificates to each aide.

PROCEDURES: Before the pre-service training began, each aide was assigned to a group for follow-up by a staff member. These assignments were based on a combination of the factors of Resource or Guidance Center employment of the aide and the geographic location of her school.

Methods and procedures varied with the objectives. Orientations for trainees and supervisors were lectures with audio-visual aides and opportunity for questions and discussion. A feature of the continuing orientation was the daily newsletter "Flash" which was distributed at the end of each day. This stenciled sheet told something about the following day's program and built anticipation and enthusiasm among trainees and staff alike. (Appendix V) Attendance among the trainee group was excellent with the only exceptions being two enrollees who were hospitalized during the training period.

Testing was carried out under standardized conditions; three tests were administered during the pre-service training: SCAT Form 1A, Strong Vocational Interest Blank and the Kuder Preference Record (Vocational). SCAT scores were not available for interpretation to the trainees; these will be used by the staff for research on the composition of the trainee group. Both the Strong Vocational Interest Blank and the Kuder Preference Record were interpreted within small groups of trainees by one of the staff members. In addition each enrollee completed before beginning the pre-service training a Job Description (Appendix H) indicating the extent to which she felt her job as an aide would be related to several different groups of people and materials; at the end of the training period each trainee completed the same Job Description again.

Discussions between each aide and her supervisor were conducted by the staff member who will follow-up the aide. The staff member was responsible for completing the Interview Form (Appendix W). Where more than one aide will be employed by a supervisor, one meeting was held with the supervisor, one or more staff members and the aides involved.

Daily trainee evaluations of the program (Appendix S) as well as daily staff evaluations (Appendix T) were routinely written at the close of the day. The trainees' Final Evaluation Form (Appendix U) was completed immediately prior to the closing ceremonies. These ceremonies took the form of a luncheon after which Mr. James Bradley spoke to the group and certificates (Appendix X) were awarded by the Project Director and Mr. Bradley.

PERSONNEL: Mr. Arthur L. Leland, Project Director
Mrs. Billie Howes, Staff Member
Mrs. Marilyn Singer, Staff Member
Mr. Leo Vigneault, Staff Member
Dr. Ronald Fredrickson, Staff Member and
Mr. James Bradley, Massachusetts Department of Education.

FACILITIES AND EQUIPMENT: The facilities and equipment of an elementary or secondary school building are adequate for this unit. These will include space for large as well as small group presentations and discussions and for testing. Overhead projectors and blackboards are optional items of equipment.

CHAPTER IV

EVALUATION AND RECOMMENDATION

A. HUMAN RELATIONS

B. CLERICAL & LIBRARY SKILLS

C. AUDIO-VISUAL & GRAPHIC ARTS

D. SCHOOL CLIMATE

E. GUIDANCE OFFICE ORGANIZATION

F. RESOURCE CENTER ORGANIZATION

G. EXPERIENCE

H. ADMINISTRATION

OVERVIEW

The Daily Evaluation Form served as an ongoing control for the total program. (Appendix S) The trainees were requested to indicate those activities which had proven most valuable that day as well as those activities which had proven to be of least value that day. A resume of each day is included in the following chart, with the numbers in the parentheses indicating the number of trainees (out of 18) who considered each activity to be of the most value for each day.

The Daily Rating figure was compiled from the average of all ratings given to each day, with each trainee having rated each day on a scale of one to five. Following this chart is a compilation of representative remarks taken from the Evaluation Forms each day, as they relate to the various areas of the program: Human Relations; Clerical; Audio-Visual; School Climate; Guidance; Resource Center; Experience; Administration.

Following the compilation of representative remarks, each area of the program is investigated in some depth, with appropriate evaluation and recommendations being included for each of the eight areas.

DAILY COMPILATION OF "MOST VALUABLE"

Day		Daily Rating
1	Atron Gentry (10), Staff orientation (7), Films (9)	4.16
2	Mr. Fitzgerald (12), Mrs. Sherman (5), Clerical (5), A.V. (4)	4.43
3	Microteaching (15), I.L.S. (4)	4.66
4	A.V. (10), Microteaching (9)	4.52
5	Microteaching (7), A.V. (5), Discussion with students (4)	4.57
6	Speech (7), Graphics (7), Resource (6)	4.75
7	No choice	4.33
8	Strength Training (16), Graphics (5), Speech (3)	4.88
9	Guidance Center (12), Speech (2)	3.88
10	Strength Training (11), Speech (8), Graphics (3)	4.25
11	No choice	4.05
12	Open Labs (8), Small Group Discussion	4.13
13	Resource Center (6), Guidance Center (6), Data Processing (3)	4.17
14	Library Skills (6), Guidance (5), Staff Relations (2)	4.27
15	Library Skills (15), Strong Voc. Interest (5), Ethics (5)	5.00

REPRESENTATIVE COMMENTS

A. HUMAN RELATIONS

1st day - only one negative comment. It concerned "feedback", "correcting our errors", "gave me more confidence than I thought I had" One trainee felt session "was worthwhile" but wondered if it "was necessary"

3rd day Microteaching "We more than exhausted it" "Actual contacts with the children was very helpful"

Black and White Day "most interesting, eye opening, mind opening, soul searching and exhausting, a great program." "Although I do not agree with everything I heard today. I feel it was a most valuable experience" Five trainees found morning section of program least valuable. "Up setting" "He should have answered our questions"

Strength Training "I will use all that information" "gave us a boast" "Mr. Samuels was great" "a very relaxed, realistic presentation"

2nd presentation "more useful, also not as entertaining" "not as well as other day"

Small Group Discussion "more relaxed with the students" Two negative comments, "most difficult and most frustrating"

B. CLERICAL

1st day negative reaction (4 least helpful). 5 positive comments the 2nd day. 3 negative comments on the 4th day.

5th day "Today I'm happy to announce I don't hate clerical anymore - I typed 20 1/5 wpm today!"

Occassional negative comment usually based on individual's dislike of clerical duties.

Library 1st day - "would have liked to be in library" Immediate enthusiasm when "on the spot" "Getting the inside 'dope' on the library and its functions - and being able to poke."

C. A.V.

Most valuable experience on 4th day mentioned value of instruction booklet. "Small group for instructions in A.V. lab better than entire group."

D. SCHOOL CLIMATE

Atron Gentry's discussion "most helpful" first day 12 found Mr. Fitzgerald's talk most valuable. "Mrs. Sherman's discussion"

Ethics "very stimulating and gave us something to take home with us."

E. GUIDANCE

"I wish more people had a person like Miss Fillmore to advise them." "Trip to High School Guidance Center very well presented and informative."

F. RESOURCE

"The curriculum specialists were most valuable; especially working with them this afternoon was most stimulating"

Resource Discussion - "Finding out what specific responsibilities in Resource Center will be"

G. EXPERIENCE

High interest in I.L.S., but disappointment when machine failed to function.

Noon hour movies well-received with one exception.

H. ADMINISTRATION

Orientation -
- felt importance of aide program
- staff interest in each person
- no condescending, no lecturing

Testing - Nine negative comments, 2nd day "disliked" "I hate tests"

Those who participated in employer interviews found them most helpful.

The trainees Final Evaluation Form (Appendix U) was filled out immediately prior to the final ceremony of the program. The answers given on this form were compiled to give an overall description of the program as seen by the trainees.

The first ten questions were rated on the basis of weighted responses, with a "5" being the highest rating for each question. The average response for each question was as follows:

Question	Average Rating
1. Did program meet needs?	4.70
2. Usefullness of training?	4.47
3. Were teaching methods liked?	4.88
4. Staff easy to understand?	4.82
5. Visiting speakers easy to understand?	4.41
6. Excited about program?	4.82
7. Overall evaluation?	4.75
8. Overall evaluation of facilities?	4.64
9. Overall evaluation of visiting speakers?	4.29
10. Overall evaluation of staff members?	5.00

The remaining questions on the form have been ranked according to the number of responses given to the various items included, and pertinent comments have been recorded. This compilation follows on next page.

Final Evaluation (Aides)

11. | Most valuable aspects | # responses |
|---|---|
| A.V. Labs | 11 |
| Speech | 6 |
| Guidance | 6 |
| Resource Labs | 5 |
| Graphics | 5 |
| Micro-teaching | 5 |
| Speakers | 4 |
| Human Relations | 4 |
| Typing | 4 |
| Working w/children | 2 |
| Strength Training | 2 |
| Library Workshop | 2 |
| Workshops | 1 |

Comments:

"feel able to be real part of the school system"

"Role as aide is more clearly defined in my own mind"

"meeting people I will be working with and seeing where I will work*"

"having help always at hand"

"the formal introduction to subjects followed by workshops. The scope and variety of subjects were most beneficial"

"most valuable was everything in entire program. Staff so human and kind."

"Being able to communicate with people who listened to me. Also the staff spoke to us in such a manner that there was no problem understanding."

"Tremendous exposure to education in most modern medias which I'm sure we would not have encountered."

* An overall feeling of knowing something about the resource center before I actually start working.

12. Least helpful aspects

Least helpful aspects	# responses
Guidance	2
Resource	2
"Not enough time allowed to do everything"	2
Alienated Youth	1
Black/White Discussion Group	1
Films	1
"Meeting in rooms without windows"	1
Clerical	1

Comments:

"I would have liked it if we had had a chance to discuss (a time set aside) among our group our feelings about speakers and what they had to say such as Dr. Cortada."

"I wish I might have been excused from training already acquired (clerical)...."

"Perhaps the certificate could be changed, therefore, allowing us to concentrate more on our own field."

"A winter meeting would be nice."

"Slight undercurrent of confusion about use of rooms, time, etc."

13. Problems in attending

Problems in attending	# responses
Travel	4
Leaving family alone	2
Getting time off work	1
Rides to class	1
Pencils	1
Financial	1
Prefer at night or ½ day	1

14. How would you change the program to make it more beneficial to persons such as yourself? (# responses)

Add more time, to be used in a variety of ways	13
More groups - discussion, instruction	4
Pre-check clerical	2
Reduce length of day and/or program	1
More specifically oriented training	1
More employer contact	1
Lights	1
Labs a.m.	1
Older children for Guidance Office	1
More outline of program	1

Comments:

"Flash good; variety between active/listening"

"Pass on the positives to our local school dept. so that more people can and will be encouraged to attend."

"Felt rushed first 2 weeks"

15. Individually--how changed?	# responses
Confidence--ready for my job	10
Deeper awareness & appreciation for aims and goals of administration and teachers, and students	7
Increased self-awareness	3
More tolerant	2
Anxious to learn more	2
Different outlook on life	1
Rewarding to be able to absorb so much in three weeks	1
Wiser	1
Happy to see peers in program	1
More professional	1
Better person	1
Increased knowledge of Resource Centers	1

16. Want for In-Service	# responses
No comment or don't know	4
More info -- Guidance	3
More info -- bulletin boards	2
More Human Relations	2
More info -- College and Occupational	1
More info	1
Employer -- employee discussion w/staff	1
Newsletters	1
More work with students	1
More Micro-teaching	1
Longer time on one aspect	1
Shared experiences	1
"Rapp sessions" for those who don't have contact with minorities.	1
Books, catalogs, kits	1
Info follow-up opportunities in field	1
Info re other towns' use and training of aides	1

17. Additional comments	# responses
Attitude of staff - favorable	6
Thoroughness of program - favorable	4
Continue program	3
Staff and/or round-robin letter	2
Bring students from ghetto - paid	1
More public relations toward taxpayers	1
Elementary school focus	1
Not shorter day	1

"Time factor didn't permit one to be relaxed."

A. HUMAN RELATIONS

EVALUATION: Twenty-five percent (27 hours) of the training program was devoted to human relations training. This was the largest block of time allotted to any particular area. Human relations skills were viewed as the common denominator for specific skills in a guidance office or a resource center and a firm beginning for inservice training.

The training program was organized to provide a variety of content and utilize different methods each day. At the end of each day students were asked to indicate their evaluation of the training experience. On a five point scale, the aide trainees rated the program consistently high in all three weeks. Their ratings ranged from 3.88 to 4.88 with a mean of 4.36. The aides were also asked what had been the "most valuable" to them that day. A total of 247 aide-ratings were awarded to some activity as being "most valuable." Human relations experiences providing 25 percent of the curriculum received 38 percent of the "most valuable" ratings.

The amount of time spent on human relations seemed minimal. The personnel involved carried out their tasks as prescribed and most of the aides achieved the objectives as originally established. Preliminary evaluations by the staff had indicated the need to expand speech, which was done without difficulty. Noticeable differences were observed in aide interaction among themselves and with the staff as specific human relations skills were gained. They seemed anxious to try them out.

There is need to be aware that too heavy a dose of human relations in one concentrated period is not wise. One day had been devoted to the study of race relations - a highly emotional laden topic. Trainee reaction suggested that it should have been spread out over two days with more time to integrate what they had experienced and learned.

The lecture on Black Power given by Professor Cortada was also attended by building teachers, graduate students, and community guests. These additional 15 people may have inhibited the aides from asking questions which was their usual custom. The aides reacted differently to the Black and White interaction groups and their leaders. Basically, they were negative about the open ended approach taken by one leader who would arouse feelings in others but not state his own feelings. While many aides felt uncomfortable, it was a dramatic and effective experience.

On Black and White Day the aides' comments included such statements as: "most interesting, eye opening, mind opening, soul searching and exhausting, a great program." "Although I do not agree with everything I heard today, I feel it was a most valuable experience." Five of the trainees found the interaction groups as least valuable and "upsetting".

The aides seemed to profit and enjoy contact with students where they could test reality of their new skills and gain greatly needed self-confidence. The five-minute video taping for replay was sufficient time to make evaluations. The micro-teaching sessions were a beneficial culmination to the micro-teaching counseling clinic and the three skills taught.

It was difficult to see strength training as separate from the strength trainer Joseph Samuels. The aides were spellbound the first day by his presence, his humor, his sense of timing, his innovative approach and use of personal demonstration and role playing. Even through his classroom critical incidents revolved around ghetto schools and classroom teachers, the experience was generalizeable to aides.

The aides commented, "It gave me a boost." Mr. Samuels was great."

Fifteen to eighteen is a maximum size for a strength training group. The aides seemed to gain confidence as various "crutches" were discussed and they began to trust more of their initial reactions to situations.

Trainee reaction to the speech training was positive. The instructor was able to see appreciable improvement in sixteen of the trainees. The other two improved less noticeably because their speech skills were quite effective before training. The only negative reaction concerned the need for more time.

RECOMMENDATIONS: The following recommendations are made for revision of the human relations part of the Level I aide training program.

1. More time should be spent by aides working with secondary school students. It would be better to hire and train students so that they would be more discriminating in their evaluations of aides in micro-teaching, small group leadership and speech. A different more explanatory form should be developed for student evaluation.

2. A specific form should be developed for staff use in evaluating aide performance in human relations activities.

3. The unit on Small Group Leadership should be combined with speech and the objectives revised. Persuasive ability should be a level II skill for aides. The ability to collect information and record it in a small group can be incorporated into speech classes. The ability to ask open-ended questions can also be included with speech.

4. The Black and White interaction groups should be followed as soon as possible by small group meetings with regular staff members

so that aides could work out some of their personal questions and frustrations.

5. Strength training would be more realistic if critical incidents were focused on aides and their probable experiences. Level II aides will need more time for strength training than level I aides.

6. More time should be included in the curriculum for speech and individual counseling as needed.

7. It is recommended that the speech section of training be continued in the same basic pattern. It might be well to include the training in small group discussion as the final unit in this training unit. When approached as a separate entity, it was more forbidding than necessary.

B. CLERICAL SKILLS AND LIBRARY SKILLS

(Clerical Skills)

EVALUATION: Trainees did not show a great amount of enthusiasm for the training in clerical skills, but accepted it as a necessary part of the program. They showed positive reaction upon reaching certain goals, such as speed tests. Greatest interest was indicated when typing skills related directly to other training units, such as typing of library cards.

RECOMMENDATIONS: The instructor, Mrs. Heffley, felt that two-hour labs were more successful than units of one hour. Perhaps there should be more opportunity for accomplished typists to "test out" of the program and elect study in areas of less experience, i.e. resource materials or graphics.

(Library Skills)

EVALUATION: Trainee reaction showed a much greater response to the second day of training which involved actual experience with the library as opposed to discussion of materials and processes. Trainees indicat a lack of familiarity with basic reference materials as well as the organization of the library in a school.

RECOMMENDATIONS: This area of training should be expanded. Since the library is the basic learning center of any school, it is of first importance that aides know basic library organization and reference materials. As much as possible this expanded training should be in terms of workshop experience in a multi-media library or libraries.

C. AUDIO-VISUAL AND GRAPHIC ARTS

(Audio-visual)

EVALUATION: Trainees enjoyed working with the equipment and found the training interesting. Some initial uneasiness over machine operation was soon overcome. Trainees felt some disappointment in their lack of time to practice the use of AV equipment.

RECOMMENDATIONS: Both instructor and staff felt that it would be more satisfactory to teach the use of fewer machines with greater opportunity for practice and mastery of those taught.

(Graphic Arts)

EVALUATION: Trainees were enthused about graphic training. Both instructor and trainees felt a need for more time. The instructor felt that there was too little time for practice sessions.

RECOMMENDATIONS: Trainees were enthused about graphic training. Both instructor and trainees felt a need for more time, and adequate allowance must be made for the practice and mastery of the various skil

D. SCHOOL CLIMATE

EVALUATION: The aides' response to this unit was generally very favorable as evidenced by both the daily and final evaluation sheets. It seemed especially valuable to them to have heard Mr. Fitzgerald's comments so early in the program. Although it was favorably received, the presentation on Data Processing did not receive so many comments as other presentations had.

Staff reaction to the unit was very good. Mrs. Sherman in her role as Resource Center Aide served as a model to the trainees, and the staff considers this a valuable feature of the program. The area of relationships with professionals in the school system is an important one which should be retained in the program; the discussions of ethics and confidentiality is of similar importance.

Mr. Leland's presentation on "Student Management" was well received by the trainees; staff members observed several instances of trainees' relating Mr. Leland's questions and comments back to an earlier part of the program (Strength Training). The same "tying-together" of ideas previously presented by Mr. Fitzgerald was noted during Dr. Fredrickson's discussion of ethics and confidentiality. The staff recommends that the program continue to offer opportunities for blending and melding the different speakers' comments.

RECOMMENDATIONS: The staff recommends keeping in the program a presentation on Data Processing and its implications. In addition, the staff recommends that those level I trainees who are already proficient in the clerical skills be given an opportunity to learn some of the Data Processing Skills, e.g. key punching.

E. GUIDANCE OFFICE ORGANIZATION

EVALUATION AND RECOMMENDATIONS: Critical evaluation by trainees concerning time allotment to various activities revealed that a lack of sufficient time was a criticism common to most areas of the program. Comments of this type directed at the guidance area, as expressed by the trainees, were "not enough time" "had a feeling of being rushed" "had a sense of not completing work". It was generally recommended that approximately three more hours be added to guidance activities; however, there should be a re-evaluation of expectancies to determine a more realistic assessment as to how much content should be attempted. There is some question as to attempting to convey too much information for the trainees to absorb in a three-week program. A further recommendation was to consider grouping guidance periods, thus allowing more follow-through in activities through extended time sequences.

In terms of providing experiences for aides with students being present, it was suggested much of the time increase alloted would be devoted to this similation activity. It was further recommended that students be selected from high school age levels and that they be selected in such a way that they would provide various experiences for the aide i.e. several students hoping to go on to different types of colleges, different types of nursing programs, several wanting the armed forces or going directly to work etc. It would also be recommended that a similar format be used for the junior high school guidance office experience for aides training for that level.

If two different buildings are to be used in future sessions, some thought will have to be given to the daily schedule, blocking out sufficient quantities of time to eliminate loss due to traveling between buildings. Scheduled activities tend to get "cut short" to accomodate traveling between buildings. If possible, we may consider moving all necessary equipment and materials to the junior high building for the duration of the program.

In evaluating the quality of exposure and experience to occupational information, the formal presentations were very satisfactory. In the area of dealing directly with the materials in the occupational area the trainees were quite limited because of inadequate provisions for this area. It is recommended that this area be reviewed carefully and that more detailed planning be made to provide more adequate techniques and materials for involving aides more broadly and directly with occupational materials.

F. RESOURCE CENTER

EVALUATION: Trainees were able to demonstrate effective use of materials in a resource center using a basic structure of organization. They showed enthusiasm and asked knowledgeable questions about materials and methods of implementation. Negative reaction was concerned again with a desire for more time in order to achieve a higher degree of familiarity with available materials. Trainees expressed interest in their discussions with members of the school teaching staff concerning use of resource centers in various subject matter fields.

RECOMMENDATIONS: The students selected for this part of the training should be of junior high age or older. Elementary students bring a different approach to resource materials which, although perfectly valid, is not as helpful for basic training in the use of resource materials. In that section of training with subject matter teachers in use of resource materials, the original presentations could be eliminated, because such information was covered more effectively in the small group discussions.

G. EXPERIENCE

EVALUATION: The experience units, being primarily in the realm of demonstration, do not as readily lend themselves to evaluation as do those areas involving active trainee participation. Trainee response to evaluate the demonstrations seen indicated they were generally impressed with what they observed and could see the applicability to the educational process.

RECOMMENDATIONS: The practice of showing films during the noon hour appeared to be readily acceptable to the trainees during the first week of the training session, and attendance was very good. Thereafter the trainees evidenced a felt need for a definite break at the lunch hour. It was felt by the staff that the highly concentrated nature of the training program made such a break highly desireable. Future training programs should plan to utilize the lunch hour for specific activities intermittantly, if at all.

H. ADMINISTRATION

EVALUATION AND RECOMMENDATIONS: The trainees' initial and on-going orientation to the training program was perceived by them as very good. The newspaper "Flash" was an excellent device for communicating both routine and special announcements; the trainees as a group look forward to each daily issue. Staff reaction to the orientation program was good; the high level of interest and enthusiasm among the trainee group increased the staff's enthusiasm to the mutual benefit of each group.

Those few supervisors who attended their orientation program were favorable in their comments about the training program. The staff recognizes the difficulty of getting these professionals to attend; pressures of work and distance are contributing factors in some cases; in others the supervisors were on vacation and did not send another person from their system. The trainees who met individually with their supervisor and a staff member expressed the conviction that this was a most helpful experience for them.

The staff recommends that the professionals be contracted for one day in training - that each present a statement to staff and trainee group of the aide's position in his school - and that each be paid for attending.

Testing was negatively received by the enrollees; nine of them commented negatively on the daily evaluation. The staff recognizes that the infavorable comments stemmed almost entirely from the administration of the SCAT Form 1A; the terms and questions used in this test were very different from those given when most of the trainee group was in school, and that this form of the test - although it seemed appropriate to the group in terms of educational level and the adult norms available - in reality was not well-suited to the group. The staff recommends that the Differential Aptitude Test Battery might be a more appropriate instrument. The staff does not recommend discontinuing the testing because of the research material available from it and because the trainees' experience in being tested makes them more aware of the students' feelings in a testing situation; both the Strong Vocational Interest Blank and the Kuder Preference Record (Vocational) were comfortable experiences for the trainees.

The closing ceremonies were a highlight of the entire training program. The comments from the trainees about the luncheon and the presentation of certificates were very favorable and, in some cases, quite emotional. The staff feels that removing the closing ceremonies from the school building was appropriate and that this format for these ceremonies be continued.

There were many advantages to the program in the facilities and equipment of the new building. The variety of materials with which the trainees could work offered opportunities for their exploration into many areas. There were disadvantages connected with the new building, too; for example, the lights were not yet turned on when the trainees arrived the first day. The general air of not-yet-moved-in was also seen as a disadvantage by the staff.

For this year's training program it would not have been possible to schedule it at an earlier time in the summer because the building was not completed. For another year, the staff recommends that the program begin for the trainees on the Monday following the Fourth of July holiday. In this way obstacles can be overcome: (a) the training period will not cut across calendar months; (b) the end-of-summer return to school by teachers busy preparing for the school year will be avoided.

An important recommendation concerns the time allotment to the staff members for the preparation, presentation and evaluation of the program. The staff spent considerably more time than the budgeted amount in preparation of the program, especially during the weeks immediately preceding and following the actual training session.

A specific example of the situation is illustrated by the director. He was programmed for a total of ten work-days prior to the intensive pre-session week. The director kept specific records of time spent on the project from the date of funding through the twelth of June. During that period he logged a total of 108 hours, considerabl more than the alloted ten days. Specific times were not recorded after the twelth of June, but it is a point of record that the director had only three days between June 27 and July 21 in which he did not spend any time working on details of the program. A very conservative estimate would add another twenty five hours of work to the total for this period of time.

The entire staff experienced a similar demand on their time throughout the planning period. A model of time requirements is presented on the final page of this chapter. This model has been developed from the experience of the staff, and indicates the time allotment felt necessary to successfully implement this training program. Included in the model is an indication of the time requirements for four separate time periods: 1. Preparation time during the school year; 2. Intensive preparation immediately prior to the training session; 3. The training session; 4. The post-training intensive work period for the description and evaluation of the training program.

In-service visitations by members of the project staff have served to emphasize the desirability of attendance by local school personnel at the summer training session. Situations have been noted within local school systems where ignorance by one or more key personnel of the role of the aide has resulted in misunderstanding and loss of job efficiency. It is further noted that key personnel from only two systems (out of nine) accepted the invitation to attend a day's program planned specifically around the attendance of such personnel.

It is strongly urged that the payment of a consultant fee to these personnel be authorized, to compensate for the time which they spend and (more importantly) for the information which they bring to the aide trainee and program staff alike. Payment of a consultant fee should enable this program to obtain the services of many more local school personnel, thus increasing the chances of success of the training program through increased understanding of the aides' role in education.

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT
370 Cooper Road
Rochester, New York 14617
Telephone: (716) 342-5500

August 19, 1969

Mr. Arthur Leland, Director
Training Program for Support Personnel
Amherst-Pelham Public Schools
Chestnut Street
Amherst, Massachusetts 01002

Dear Art:

I would like to take this opportunity to offer my reactions regarding your training program for support personnel in guidance and in resource centers. My perceptions are based on a review of Dr. Frederickson's (sic) document for prospective tasks and levels of responsibility for support personnel in guidance, an analysis of your program proposal, and on my recent visitation to your training site.

During my visit, I was able to tour your facilities, examine training materials and equipment, and interview each staff member as well as conduct a group interview with a number of trainees.

May we begin by examining the emotional climate or feeling tone of the program. It became apparent to me that a supportive climate had been established by the staff which was pervasive throughout the institute and greatly facilitated the entire program. The typical anxiety which is so prevalent in most concentrated programs seemed largely absent. The enrollees did have anxieties prior to and during the early course of the program, but the supportive attitude of the staff served to extinguish much of the threat. The trainees felt that the staff really cared and the program was designed for them. The absence of comparative evaluation and the presence of sincere help did much to reduce the threat and free the trainees for the process of occupational development.

The attitude of the staff toward the students was fostered during the many months of program planning. Your procedures for program development facilitated the process of staff interaction, integration, and maturation. Staff needs were met through their positive involvement with students and not at their expense. In essence the quality of your staff, functioning as a whole, was outstanding. They acted like and were perceived as helpers.

-COPY-

The facilities and equipment were certainly impressive. The opportunity to operate your program in a new building reflects the interest and support of the school district board members and administrators. The availability of a wide range of clerical and audio-visual equipment was another facilitating factor.

I would encourage you to retain your selection procedures including the necessary commitment from the support person's prospective superintendent. Your selection process was "open" but did contain some of the guidelines provided by the Dictionary of Occupational Titles. You do have the essential selection variables identified; a wide variety of individual differences can be accommodated within your selection limits. You will have opportunity to confirm or modify your selection process as you elicit reactions regarding strengths and limitations of the support personnel from their field supervisors.

Any comments which you receive from school district people who supervise support personnel during the coming year should be interpreted within the social context of the school system. As you develop data from the districts, be extremely careful in drawing categorical conclusions. We should always remember that each person has multipotentiality, and each occupation can assimilate a wide variety of individuals. Your program is seen by the trainees as the means for maximizing their development and attaining a position which heretofore was unattainable.

The system which was developed and maintained concerning trainee feedback was excellent though probably ego-deflating for the staff at times. It is rare that students are offered the opportunity to react to their educational experiences on a daily basis. While the reaction sheets were overwhelmingly positive, the chance to be heard and considered was a healthy experience. Educationally, the staff received the necessary cues from the consumers so that the program could be constantly guided by the needs and characteristics of the trainees. I am sure that this procedure greatly contributed to the absence of unhealthy frustration by the enrollees.

Another rarity was the willingness of the staff to observe each other and offer reactions to presentations by their peers. This procedure, like the student reaction sheets, provided another measure of "quality control."

The trainees felt satisfied with all aspects of their educational experiences. Two items of positive criticism which they offered

-COPY-

were: 1) an opportunity to see their work through to a greater state of completion, and 2) greater individualization of learning experiences. They felt that another episode was blocked for them before the current one was completed. Perhaps the schedule could be liberalized in the future. The other problem is the constant challenge of individualizing the educational program to meet the needs and goals of the learner. I would think that the completion of an instrument which would contain a detailed analysis of the trainee's occupational strengths, limitations, and goals would serve as a guide in adapting specific aspects of the program to the trainee. I would strive for greater differentiation between the specific training segments of the guidance aides and resource center aides. While the Level One concept is oriented toward minimal entry capabilities, some specific skill attainment will be anticipated by the supervising professional. Your progress sheets for skill development were good, but I am suggesting a broader set of experiences, particularly for the guidance aides.

Inclusion of topics on strength development, micro-teaching, and human relations were well received and balanced the concentration on a-v and clerical skills.

I wonder if the very diffuseness of the training program increased the trainees' concerns regarding their future employment? I would recommend the inclusion of integrative seminars or discussion groups. Staff and trainees, together, need to explore the relevance of the educational experiences and attempt to incorporate them into a meaningful whole. Time should be periodically set aside to look at what is happening and its personal significance. These discussion groups would encourage the trainees to voice their concerns, but in a less structured manner.

The major tasks for the forthcoming year will be role implementation and inservice development. The trainees will be moving from a highly controlled and relatively safe environment to the realities of the public school with all of its hierarchical problems and role conflicts. The training staff will be challenged to provide the critical and objective third-party perception in the resolution of conflicts between the support person and involved school staff. The operational goal at stake is the psychological compatibility between the aide and professional. This goal can be fostered through a genuine willingness to test the concept of support personnel by both the aide and professional. Members of the training staff can encourage the aide and professional by constantly emphasizing the educational intent of support personnel. The interactional process between counselor and aide as described in our Counselor Assistant Project Report could be of assistance in resolving the problems of professional-aide compatibility and mutual role development. I would recommend bi-weekly visits to the schools by the training staff at least for the first three months. The aides will be in a vulnerable position and help will be needed by most if not all.

-COPY-

Your proposed inservice program should be flexible enough to meet the needs of the aides and involved professionals as they emerge. Ideally, these sessions would be attended by both the aide and her professional colleague. Some stipend plus expenses should be provided for both individuals if the program is not conducted on school time. Reactions from the aides and professionals should be sought and used in program planning.

In summary, I feel that your program was well-designed and implemented. I would encourage you to seek funding during each of the next two years so that the trainees may progress through Levels Two and Three. Programs like yours will increase the educational opportunities for pupils through a more effective use of professional time and the availability of service through support personnel. The attained well-being and anticipated job satisfaction by the trainees is in keeping with our democratic concept of equal opportunity for all of our citizens.

If any further clarification is needed, please contact me.

Sincerely,

MS:ak

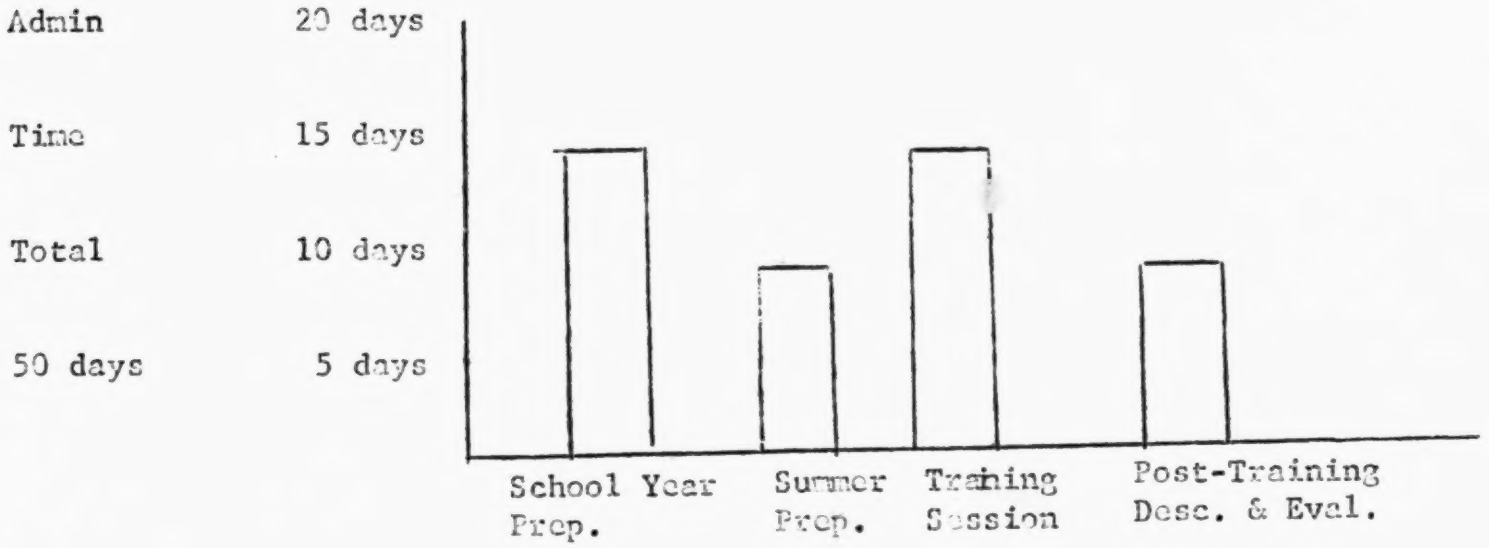
Mitchell Salim, Coordinator
Pupil Personnel Services

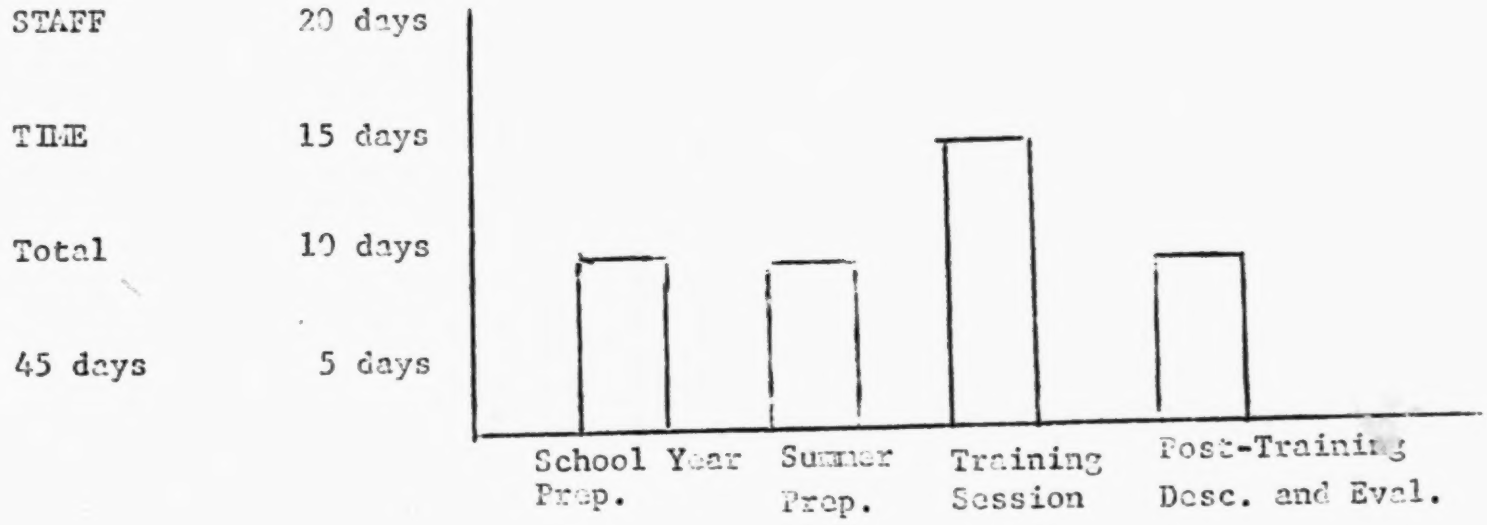
CC Dr. Ronald Frederickson

-COPY-

AIDE-TRAINING PROGRAM: TIME REQUIREMENTS

(FOR PRE-SERVICE PROGRAM)





NOTE: The time requirements for the In-service portion of this training program will be investigated throughout the year, and recommendations will be made in June 1970 for that portion of the program.

CHAPTER V

PROSPECTUS

I. OVERVIEW

II. FOLLOW-UP VISITS

III. WORKSHOPS

I. INSERVICE TRAINING PROSPECTUS

The inservice section of this EPDA training project was developed on the following assumptions.

1. The aide will contribute to the accomplishment of the school objectives if seen as a member of the guidance or instructional team.
2. The aide and her professional supervisor are the major persons in the inservice training and have equal responsibility to participate in it.
3. The beginning days on the job will be crucial for the aide so that inservice training must begin as soon as possible after the work begins.
4. Immediate needs for skills and knowledge should be given high priority on individual basis or through group workshops.
5. Continuity should be maintained between preservice and inservice training so that an individualized training can be followed and the aide is able to see the relationship.
6. The aide and her supervisor should be solicited for feedback for future aide preservice training projects.
7. The aide's role is a developing one and cannot be viewed as static.
8. Role delineations of professional staff will be influenced by the introduction of aides and must be studied and modified.
9. Student reaction attributed to aide performance is an essential variable in inservice training and evaluation.
10. Inservice training should emphasize experiential methodology and include opportunity for self-evaluation.

As a three year project, inservice training activities provide a major source of information for improvement of future preservice training sessions. Aides are a recent innovation in schools and efforts will be made in the inservice training contacts to resolve problems both in terms of aide competence and in human relations. The ultimate purpose of the aide training project is to facilitate through field visitations, inservice workshops, and dissemination projects the effective performance of Level I tasks by the aide as perceived by students, teachers, school counselors, and school administrators.

The remaining part of this chapter will discuss in more detail the major activities included in inservice training.

II. FOLLOW-UP VISITS

Each staff member will make at least two follow-up visits to the trainee at her school. The first of these visits will take place during September, 1969; the second visit will be scheduled according to the needs expressed during the first visit and during the In-Service workshops. More than two visits to a school site may be undertaken at the discretion of the staff member.

On each of these visits the staff member will interview the trainee and her supervisor separately and then jointly. The staff member will be responsible for completing the Follow-Up Interview Form (Appendix EE). This interview form was designed to make readily apparent the differences in the perceptions of the aide and her supervisor about her position; the staff member will have noted the discrepancies in the individual interviews and will use them (with the areas of agreement) as a basis for the joint interview. During the visits the staff members may make videotape recordings or 35mm. slides of the aide on the job to be used in future training programs or in dissemination of information about this project to others--press, professionals, prospective aide-trainees, etc.

The purpose of the follow-up visits is five-fold: (1) to provide support for the aide in this new position; (2) to evaluate further the pre-service training in order to make those modifications which will improve the training of level I aides in a future year; (3) to bring to light those areas of training which need to be stressed in the In-Service workshops; (4) to begin planning for training these paraprofessionals for level II; and (5) to provide support and assistance to the professional in his new role as the supervisor of an aide.

III. WORKSHOPS

Three workshops will be presented with all trainees expected to be in attendance. The first of these workshops will occur on October 19, and the second on November 22. The date of the third workshop will be determined by a mutual agreement of the staff and trainees.

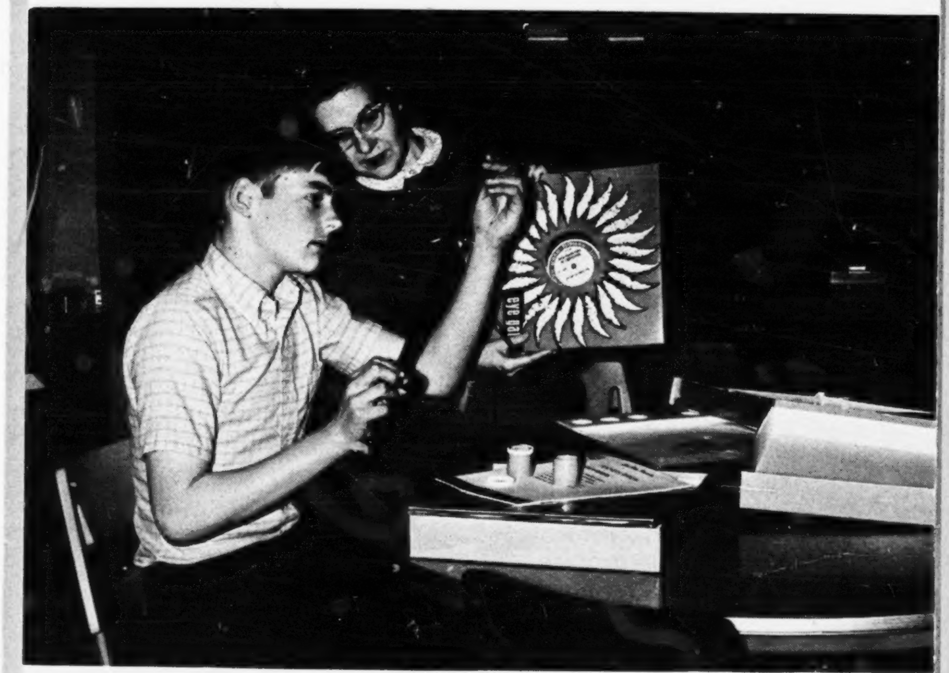
The first workshop will have the primary objective of an interplay of ideas among the trainees. The aides will have been on the job for a period of time sufficient to have developed definite opinions about the relevance of their summer training to the position they hold. The aides will meet in small groups with the particular staff member who has been working with each group. These group sessions should provide support for the trainees and should assist the project staff in developing the program for the second workshop.

Ideas generated in the first workshop will also be combined with the felt needs indicated by the aides during the in-service visitations to further determine the program content for the second workshop. The second workshop will feature the attendance of the various professional personnel who are connected with the aides at each school system. It is hoped that at least one professional from each system will be in attendance. This workshop will foster increased understanding on the part of the professional for the role of the aide in education, both within the specific school system and within the educational field as a whole. With this increased understanding should come increased efficiency of the aides and the beginning of a ground swell to increase the numbers of aides in the educational framework in school systems throughout the state.

Appendix A

TRAINING PROGRAM
for
SUPPORT PERSONNEL
in
GUIDANCE OFFICES
and
RESOURCE CENTERS

July 28 - August 15, 1969



AMHERST-PELHAM
REGIONAL SCHOOLS
AMHERST, MASSACHUSETTS

An Education Professions Development Act
Grant from the U.S. Office of Education
in Cooperation with
Massachusetts State Department of Education

PURPOSE

The primary objective of this program is the support of secondary school guidance and resource centers, through the training of aides who will assist individual students with information and materials. With this training, aides will be able to perform many vital, but non-professional tasks to which guidance and resource center professionals must otherwise devote time and attention. Public, private, or parochial school systems, by employing these aides, will benefit from the contributions of professionals with more time for activities which require professional training and experience.

The 1969 program is designed to be the first of three summer sessions, each intended to develop a separate level of aide proficiency. Presentation of these succeeding programs will depend upon EPDA funding of separate proposals by this agency for fiscal years 1970 and 1971.

TRAINING PROGRAM

The training program is divided into two time periods — the summer program and the in-service sessions during the 1969-1970 school year. Faculty and participants will work together in helping the trainee gain Level I proficiency as guidance center and resource center aides for public or private schools in Massachusetts. Content of the training program includes:

1. Human Relations Skills
   - a. Listening
   - b. Observing
   - c. Articulating
2. Clerical Skills
   - a. Letter writing
   - b. Telephoning procedure
   - c. Typing and duplicating
   - d. Filing
   - e. Operating audiovisual equipment
3. Specific Guidance Office or Resource Center Skills
   - a. Collecting and displaying of information
   - b. Using specialized terminology
   - c. Disseminating information
   - d. Recording student data

During one day of the summer program, the prospective employer of each trainee will help to plan a training program which fits the employing school and the particular professional persons whom the aide will be assisting. Employers (professionals) will also participate with the aides in one of the Saturday in-service sessions to be conducted by staff members during the school year 1969-1970.

Staff members will follow the trainees with field visits during the school year and will conduct special Saturday sessions for aides and their employers.

The training program will use recent educational techniques, including proficiency goal cards, an immediate video feedback and response system, simulation and ego-supportive group procedures. The participation of secondary school students will provide a realistic environment in which the aides will function. Each trainee will develop a bibliography and a list of materials which can be used to establish or supplement a resource center in his local school.

DATES AND HOURS

The summer program will run from July 28 - August 15, 1969. Sessions will be scheduled daily (Monday through Friday) from 8 a.m. to 4 p.m. In-service follow-up training is a part of the program. The dates for these Saturday sessions will be announced at the end of the summer.

ELIGIBILITY

Local conditions should be of prime importance in the selection of support personnel by the school district. The judgment of the qualifications of an applicant for this training program will depend largely upon the recommendations of the employing schools.

Neither age nor sex will be a barrier in the selection of trainees. The general criteria to be met by the potential para-professional aides include: intelligence, verbal ability, clerical perception, interest in people and a temperament suited to working comfortably in the school situation.

Other guidelines for selection include the following:

1. Recipients of this training must agree to undertake subsequent employment as an aide (full or part-time) and must show a commitment from an employer.
2. Recipients of the summer training must agree to complete the in-service training sessions during the school year.
3. Individuals presently employed as aides will not be considered for training if employment continues in the same school system.

The applicant must list two persons as references. The project director will contact the individuals listed, requesting a letter of recommendation for the applicant.

The employing school system will forward the application form, along with its statement of intent to employ, to the project director.

REIMBURSEMENT FOR EXPENSES

In some cases where the trainee must give up a job in order to participate in this program, or where this causes him a personal hardship, the trainee may be reimbursed for some of the expenses entailed by his participation (e.g. mileage, babysitters' fees). Reimbursement will be determined on an individual basis.

LOCATION

Amherst is located in the Connecticut River Valley approximately 7 miles northeast of Northampton (on Route 9) and approximately 30 miles north of Springfield (Routes 91 and 9).

FACILITIES

The summer training sessions will be held in the newly-completed Amherst-Pelham Regional Junior High School. This building will be opened for its first students in September, 1969. Trainees will use the six specialized resource centers and the guidance office which are an integral part of the program of this new school.

Television and other recording devices are located in a television studio in the building. Trainees will learn to operate a wide variety of machines essential to resource centers and guidance offices.

STAFF

The following will serve as full-time staff members during the summer and the in-service training sessions:

MR. ARTHUR L. LELAND, *Project Director.* Mr. Leland is a Guidance Counselor in the Amherst-Pelham Regional High School.

DR. RONALD H. FREDRICKSON, *Associate Professor of Education,* University of Massachusetts.

MRS. BILLIE MARIE HOWES, *Director of Resource Centers,* Amherst-Pelham Regional Junior High School.

MRS. MARILYN G. SINGER, *Teacher-Counselor,* Amherst-Pelham Elementary Schools.

MR. LEO VIGNEAULT, *Guidance Counselor,* Amherst-Pelham Regional High School.

In addition, there will be a full-time instructor in business education, as well as consultants in the fields of human relations, school curriculum and evaluation. The consultants will be available on individually arranged schedules.

DISCRIMINATION PROHIBITED

This EPDA program operates in compliance with Title VI of the Civil Rights Act of 1964, which states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

DEADLINES

Application: Application forms should be returned as soon as possible to the project director. The final deadline is June 15, 1969.

Notification of Those Accepted: Each participant and his respective school district will be notified by letter as applications are processed.

APPLICATION PROCEDURE

The applicant should fill out the Registration Form contained in this brochure, and submit the form to an administrator of the school system by whom he will be employed during the school year 1969-1970. The school administrator should then sign the form, indicating that the applicant has assurance of employment, and forward the form to the project director.

FOR FURTHER INFORMATION CONTACT:
MR. ARTHUR L. LELAND, *Director*
Support Personnel Training Program
Amherst-Pelham Regional High School
Amherst, Massachusetts 01002
Tel: 1-413-253-3408 or 1-413-253-7475 (Home)

Mr. Arthur L. Leland, Director, Support Personnel Training Program, Amherst-Pelham Regional High School, Amherst, Massachusetts

Registration Form for the 1969 Training Program for Support Personnel, to be held in Amherst, Massachusetts, July 28 - August 15, 1969.

Applicant's Name ____________________

Applicant's Address ____________________

Two References ____________________ Address ____________________

____________________ Address ____________________

Name of Employing School ____________________

Address of Employing School ____________________

Signature of School Administrator ____________________

Date ____________________ Title ____________________

Appendix B

NEWS RELEASE: Massachusetts Training Program for Resource Center Aides and Guidance Center Aides (under Public Law 90-35, Part B-2).

An unusual opportunity exists in Massachusetts for any adult, regardless of school background, who is interested in working with junior or senior high school students. An intensive three-week training program will be offered in Amherst, Massachusetts, aimed at developing the skills of anyone who will be entering the education field as a resource center aide or guidance center aide. The program will be free of charge to the participants, and in some cases, remuneration for travel and other expenses will be granted.

The Massachusetts Department of Education, with federal funds from the Education Professions Development Act (E.P.D.A.), awarded the grant for this project to the Amherst-Pelham Regional Schools, for the purpose of training guidance center aides and resource center aides. This training will prepare individuals to assist counselors and other professional staff members within the secondary school setting.

The training program will be offered in the Amherst-Pelham Regional Junior High School, and will run from July 28 through August 15. Any individuals, with a position as an aide waiting for them in the Fall in a school system in which they are not currently employed as an aide, are eligible for this training. A total of thirty applicants will be accepted in the program.

The program includes training in human relations skills such as listening, observing and articulating, in clerical and audio-visual skills, and in those specific skills required in the guidance office or resource center such as recording data, specialized terminology and the dessimination of information. The project is structured as a model for future aide-training programs throughout the state.

The program curriculum includes the presentations of consultants from several specialized fields, workshops in audio-visual and clerical skills, "micro-teaching" techniques, "strength'training" group sessions, extensive usage of television, and a number of other selected training activities.

Application forms from local school superintendents and secondary principals are available throughout the state. Application forms, and further information, are also available from the project director: Arthur L. Leland, Director, Support Personnel Training Program, Amherst-Pelham Regional High School, Amherst, Massachusetts, 01002.

Appendix C

June 18, 1969

Mrs. John Doe
201 Main Street
Springdale, Mass. 01269

Dear Mrs. Doe:

This letter is to acknowledge receipt of your application for attendance at our training program this summer. We are most pleased to receive your application, and you will obtain further information from us in the near future.

Please give each of your references one copy of the enclosed form, with the stamped envelope, and ask them to return the form to us at their earliest convenience. The receipt of that form by us will be the final step in your application for training. You will hear from us concerning your acceptance within a few days after we receive the completed forms.

Please do not hesitate to contact me if you have any questions not answered in the brochure.

Sincerely,

Arthur L. Leland
Project Director

cms

Enclosures

Appendix D.

Dear

has listed your name as a reference ot support her application for the Support Personnel Training Program, to be held in Amherst this summer. This training will assist in preparing for a position as a guidance center aide or a resource center aide.

These aide positions will entail close association with students, and will demand an individual who has an interest in children, and who has the ability to communicate with children and adults alike. An aide will work as a subordinate to a professional in the school situation, but will have a certain degree of responsibility for the efficient management of the resource center or guidance center. An aide must respect the confidential nature of certain circumstances within the school situation and must show discriminating good choice in her relationships with both the students and school staff.

On the basis of the necessarily brief description of the type of person required to fill the aide position, would you please indicate whether or not you believe that is the type of individual you would feel confident of working in an aide position. Any supplementary comments you might like to make are welcomed, as we confirm her suitability for this training. This letter will be kept in strict confidence by the Program Director and staff.

Thank you very much for your assistance.

Sincerely,

Arthur L. Leland
Program Director

. . . .

(check one)

I recommend to participate in the program. ____

I cannot recommend her to participate in the program.______

I would like to make the following comments: (optional)

SIGNED: ____________

DATE: ____________

Appendix E

June 25, 1969

Mrs. John Doe
201 Main Street
Springdale, Mass. 01269

Dear Mrs. Doe:

We are pleased to announce your acceptance into our training program this summer, and look forward to meeting you on Monday, July 28th, at 8:00 a.m. Listed below are a few items which we hope will make your training period as pleasant and profitable as possible.

1. We recommend that you bring a lunch, rather than depending upon local facilities. The facilities are fine, but we anticipate that many interesting activities will occur during the lunch hours, and a quick lunch will leave you free to benefit from the program.

2. You will be given a weekly schedule on the first day, listing all activities to take place.

3. Please plan to wear informal attire.

4. The program will run from 8 a.m. to 4 p.m. every day.

5. The telephone number of the junior high school will be 1-549-3690. The number of the high school (where I may be reached until the first of July) is 1-253-3408.

6. If you are paying a babysitter during the program, please have an estimate of those expenses ready for the first day. If you have left another job to take this training, please obtain a letter to that effect from that employer, stating the date on which you terminated your services. Please note your mileage to the program. We may be able to reimburse partially for some travel.

We look forward to seeing you.

Sincerely yours,

Arthur L. Leland
Program Director

cms

Appendix F

July 24, 1969

Mrs. John Doe
201 Main Street
Springdale, Mass. 01269

Dear Mrs. Doe:

The enclosed map should enable you to find the program with a minimum of difficulty. The junior high school is a brand new building. There will be signs to direct you to the proper rooms inside the building. Our initial meeting will take place in the Curriculum Center, located on the second floor.

I am enclosing a job description sheet for you to fill out before you arrive next Monday. Probably you do not know exactly what your duties will be on your job next year - and that is quite understandable- but please complete the form as best you can. We want to know what you think your duties will be. Be as specific as possible at this time. This form will not be "graded," so there will be no need to consult with any school person; just let us know what you think your job will be like.

We are looking forward to seeing you on Monday, July 28, at 8:00 AM. We will collect this form at that time.

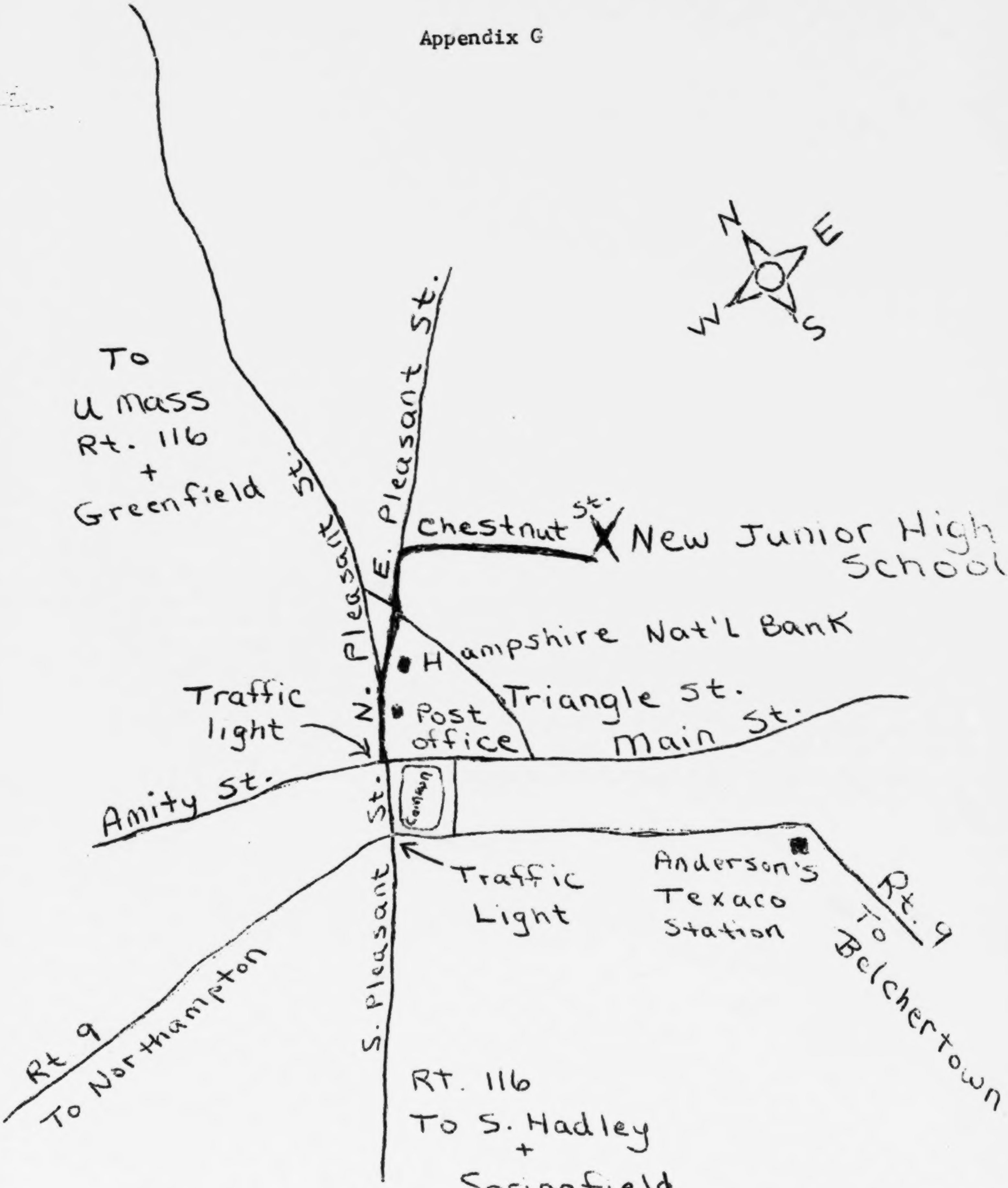
Sincerely,

Arthur L. Leland
Program Director

cms

Enclosures

Appendix G


N
E
S
W
To
U Mass
Rt. 116
+
Greenfield
N. Pleasant St.
E. Pleasant St.
Chestnut St.
New Junior High School
Hampshire Nat'L Bank
H
Triangle St.
Traffic light
Post office
Main St.
Amity St.
Common
Traffic Light
Anderson's Texaco Station
Rt. 9
To Belchertown
Rt 9
To Northampton
S. Pleasant St.
Rt. 116
To S. Hadley
+
Springfield

Training Program For Support Personnel
Regional Junior High School
Chestnut Street
Amherst, Massachusetts
609-69-202

Appendix H

JOB DESCRIPTION

What position are you training for (or what position interest you the most?)

____Guidance Center Aide

____Resource Center Aide

____Teacher Aide

____Other

To what extent do you believe you will be working with the following people? Please mark with an "X".

Teachers

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Students

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Guidance Counselors

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Librarians

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Principals

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Parents

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

To what extent do you believe you will be working with the following kinds of equipment or material?

Typewriter

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. ever

Duplicating Machines

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Movie Projectors

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Books

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Tape Recorders

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Record Players

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Telephones

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Bulletin Boards and Displays

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Filing Systems

____a. always
____b. frequently
____c. sometimes
____d. seldom
____e. never

Appendix I

July 28	July 29	July 30	July 31	August 1	
Introduction and Tour (Staff members)	Administration of tests to trainees (Strong Interest, SCAT, Personality Inventory, Bibliographical Inventory)	Human Relations (Dr. Richard Haase & Dr. Fredrickson & Mr. diMattea)	Human Relations (Dr. Richard Haase & Dr. Fredrickson & Mr. diMattea)	Human Relations (Dr. Richard Haase & Dr. Fredrickson & Mr. diMattea)	8-9
Orientation Leland - Training Singer - Aides Howes - Resource Center Vigneault - Guidance	(Mrs. Singer and Dr. Fredrickson)				9-10
Movie - to demonstrate potential of audio-visual techniques	School Administration - School and Professional Ethics				10-11
Alienated Youth (Atron Gentry) (Lionel Laruel)	(Mr. Ronald Fitzgerald) Aides in the Resource Center (Mrs. Vera Sherman and Mrs. Billie Howes)				11-12
Films and activities will be available throughout lunch time.					
Discussion Groups: Adapting Education to Today's Youth (Atron Gentry)	Clerical Lab	I.L.S. Demonstration (Mrs. Mary Mitchell)	Clerical Lab	Clerical Lab (During these three labs on Friday, the trainees will be released for micro-	1-2
A.V. Overview (Peter Utz)	A.V. Lab	I.L.S. Workshops (Mrs. Mitchell) 3 40-minute workshops,	A.V. Lab	A.V. Lab teaching sessions of 20 minutes - 5 minutes to be spent with the camera after a warmup period.	2-3
Clerical Overview (Pauline Heffley)	A.V. Lab	with open labs for A.V. and clerical study (1/3 of students to each workshop)	A.V. Lab	A.V. Lab Ten high school and junior high school students will be used during these sessions)	3-4

August 4	August 5	August 6	August 7	August 8	
Introduction to Resource Centers (Mrs. Howes, Mrs. Hand)	A.V. Lab	A.V. Lab	Introduction to A Guidance Center (Mr. Vigneault)	Strength Training (Mr. Samuels, Mr. Kearney)	8-9
Trainees rotate in: a. Speech b. Graphics c. Resource Center			The World of Work (Mrs. Singer)		9-10
(Mrs. Howes, Mrs. Hand, Mrs. Sherman)	Black and White Interaction Groups (Nate Sims, Maiso Brien, William Hasson)	Trainees rotating in: a. Speech b. Graphics c. Resource Center			10-11
3 60-minute periods		(Mrs. Howes, Mrs. Hand Mrs. Sherman) 3 40-minute periods			11-12
Films and activities will be available during lunch.					
Clerical Lab During this 3-hour period, trainees will be released,	Black History/Black Power (Dr. Rafael Cortada)	Clerical Lab	The Guidance Office (Miss Fillmore)	Graphic Arts and Resource Center Workshops	1-2
A.V. Lab with the same format as for the Friday afternoon schedule.		Strength Training (Mr. Samuels and Mr. Kearney)	Clerical Lab	2 60-minute workshops	2-3
A.V. Lab			A.V. Lab	Clerical Lab	3-4

August 11	August 12	August 13	August 14	August 15	
Clerical Lab	Employer Orientation (Trainees in clerical lab during this time)	Filing systems for occupational information. (Dr. Fredrickson)	Interpretation of July 29 testing. (Dr. Fredrickson, Mr. Vigneault, Mrs. Singer) (Continue through day.)	Confidentiality in the Center, and ethics case studies (Dr. Fredrickson)	8-9
	Employee tour	Clerical Lab	Library skills (Mrs. Laugher)	Library workshop (Mrs. Laugher)	9-10
Curriculum Specialists (15-minute presentation) Mrs. Forsythe - Graph Mr. Boyden - Science Mrs. Charles - English Miss Levereault - Math Mr. diRaffaele - S.S.	Aide-employer-staff groups to determine optimum individual training, to meet needs of systems.			Crocker Farm School	10-11
	Open labs, films, etc to run concurrently.	Data Processing (Mr. Caouette)	Relations with Professionals (Mrs. Singer and Mr. Vigneault)	Evaluation Written and oral. (Dr. Fredrickson)	11-12
Films and activities will be available during lunch.					
Curriculum specialists workshops. (Rotate through three workshops. Trainees to pick two workshops,	Clerical Lab	Clerical Lab	Aides operate centers. (Ten trainees at a time - open labs throughout	Final Exercises. Presentation of Certificates	1-2
staff to choose third workshop. Open to public for observation)	Small group leadership. Staff	Test administration procedure and terminology. (Mr. Vigneault and Mrs. Singer)	this time for those not in centers or in test evaluation.)	Final speaker. Bouditch Lodge - U Mass	2-3
Student Management - Mr. Leland	Secondary students will compose the groups.	Open labs at this time.			3-4

Appendix I-1

EPDA Support Personnel Training Program
For
Guidance Offices and Resource Centers
Amherst - Pelham Regional Schools
Amherst, Massachusetts
609-69-202

BIOGRAPHICAL QUESTIONNAIRE

PLEASE PRINT OR WRITE LEGIBLY

Miss
Mrs.
1. Name: Mr. ______________________________
(last) (first) (middle)

2. Home Address: [redacted]
(No.) (street) (city) (state)

3. Telephone No: ______________________________

4. Sex: M F 5. Marital Status: ____________ 6. Date of Birth ____________

7. Name of Spouse (if applicable) ______________________________

Employer of Spouse: ______________________________

What does he or she do: ______________________________

8. Children (if applicable)
____
Name Present age
____
Name Present age
____
Name Present age
____
Name Present age
____
Name Present age

9. Educational Experience:
____
Name of School Last grade completed
____
Special schools attended, title of program or course:
____
____
____

10. Work Experience:

____
Employer and Address Job Description Dates

____
Employer and Address Job Description Dates

____
Employer and Address Job Description Dates

____
Employer and Address Job Description Dates

____

11. Clubs and organizations to which you belong or did belong:

Name Dates

a. ____

b. ____

c. ____

d. ____

e. ____

12. List any hobbies you enjoy:

a. ____

b. ____

c. ____

d. ____

13. What activities did you participate in during high school or elementary school? ____

____

14. What is your job goal in the future: ____________________

____

15. If for some reason you could not pursue this job goal, what would be your second and third choices:

a. ____

b. ____

16. What magazines do you regularly read?

a. ____________________ b. ____________________

c. ____________________ d. ____________________

17. What television programs do you watch?

a. ____________________ b. ____________________

c. ____________________ d. ____________________

e. ____________________ f. ____________________

18. What American figures (past or present) do you most admire?

a. ____________________ b. ____________________

c. ____________________ d. ____________________

19. What do you think about young people today? ____________________

____

____

20. Do you have a library card? Yes________ No________

____

21. How did you learn about the Amherst Support Training Program?

____

____

22. Who will be your employer (the one you will be working with) this fall?

____

Name School Address

23. To what extent do you feel mechanically inclined?

Very much ________________________

Somewhat ________________________

Not particularly successful ________________

Avoid mechanical things ________________

24. Do you type? Yes ________ No ________

If yes, the words per minute you last typed--wpm ____________

Date__________________________

I hereby apply for reimbursement for expenses connected with my attendance at the Support Personnel Training Program during the dates of _________________________, to _________________________ inclusive. The amounts and calculations are as follows:

1. Babysitting . . . . Amount________________________

   Calculated on the basis of _______________ hours

   at the rate of _________________ per hour.
2. Mileage . . . . Amount________________________

   Calculated on the basis of ________________ miles

   at the rate of ten cents per mile.
3. Total . . . . _________________________

Signed________________________

Appendix K.

Date____________________

This is to certify that__________________________________ is due reimbursement in the amount of $75.00, for her participation in the Support Personnel Training Program during the week of________________ through ________________, inclusive.

Arthur L. Leland
Program Director

P.L. 90-35 (3000)

TO: Business Manager
Amherst-Pelham Regional Schools

FROM: Director
Support Personnel Training Program

This is to certify that ____________________is due a reimbursement in the amount of ________ for her participation in the Support Personnel Training Program for the week of ___________through________ _______________; inclusive.

Arthur L. Leland
Program Director

EPDA Support Personnel Training Program
Amherst-Pelham Regional Schools
Amherst, Massachusetts
609-69-202

High School Student Reaction Form

Your age______________ Sex B G

****

Team No.__________ Name of Interviewer______________________

1. Did you feel free to discuss your ideas with the interviewer?

   _____a. very much _____c. slightly _____e. not at all

   _____b. definitely _____d. very little

2. Did you feel comfortable with the interviewer?

   _____a. very much _____c. slightly _____e. not at all

   _____b. definitely _____d. very little

3. What were the strengths of the person as a good interviewer?

4. How might the interviewer improve in working with students?

Appendix M

EPDA Support Personnel Training Program
Amherst-Pelham Schools
Amherst, Massachusetts
609-69-202

SOUND-FILMSTRIP EVALUATION

YOUR AGE________ BOY OR GIRL________ GRADE________

1. This filmstrip was: Great____ Very good____ Fair____ Lousy____

2. The subject of the filmstrip was: Very interesting______

   Interesting________

   Boring________

3. The filmstrip: Taught me something______ taught me nothing______

4. Would this filmstrip be useful for other people in your grade?

   Yes____________ Why?

   No____________ Why?

5. Do you have any comments about the filmstrip?

The name of this filmstrip was: ________________________________

August 19, 1969

Dear

This letter is to thank you for helping us out on our program. We appreciate very much the fact that you were willing to take so much time away from your vacation. We hope that you enjoyed yourself a little bit, and weren't too bored with the time you spent with us.

Thank you once again. Maybe we can do the same thing again next year.

Sincerely yours,

Arthur L. Leland
Program Director

lmt

Appendix O

June 2, 1969

Dear

This is to confirm Ronald Fredrickson's conversation with you in your consulting role in human relation training for the EPDA Support Personnel Training Project on July 30, 31, and August 1, 1969. You will be in charge of the instruction from 8 a.m. to 12 noon each of those mornings. One hundred dollars for each day is provided to use as you see fit for your reimbursement, personnel assistance, extra equipment, or materials. Following the training on the four designated human relation skills, please send us a letter indicating how the money is to be dispensed.

An outline of your presentation indicating aims, methods, evaluation, and schedule should be forwarded to me by July 1, 1969. The four training manuals need to be sent to us as soon as your training project has been completed.

We are looking forward to working with you.

Sincerely yours,

Arthur L. Leland
Program Director

lmt

Appendix P

EPDA Training Program For Support Personnel
Amherst-Pelham Regional Schools
Amherst, Massachusetts 01002
609-69-202

18 June 1969

TO: Arthur L. Leland
Director, Support Personnel Training Program

This is to confirm my participation in the Short Term Training Project for Resource Center Aides and Guidance Aides, in the role of the Curriculum Specialist. The date of this participation does not conflict with or occur concurrently with any other contractual obligations to the Amherst-Pelham Regional School District.

1. The date of my participation will be August 11, 1969.
2. My participation will consist of:
   a. 20-30 minute presentations between 10 a.m. and 12 noon.
   b. Presentation of three workshops between 1 p.m. and 4 p.m.
3. I will present bibliographies, supply lists, and source lists, for each of three budgets: $1,000, $2,000, and $3,000. These will be forwarded to you prior to the 11th of August, to enable you to duplicate the materials for use in the workshops.
4. I understand that my reimbursement for these services will be in the amount of $50.00. I will present a bill for services rendered on the 11th of August, and will receive payment on 30 August 1969.

SIGNED:____________________

CURRICULUM FIELD:________________

DATE:______________________

SIGN AND RETURN ONE COPY

Appendix Q

DATE:________________________

TO: Arthur L. Leland, Director
Support Personnel Training Program
PL 90-35 (2000 A-2)

I request reimbursement for consultant services for the Support Personnel Training Program performed on __________________________.

As previously agreed, this reimbursement will be in the amount of ________________.

SIGNED:________________________

ADDRESS:________________________
____
____
____

Appendix R

August 18, 1969

Dear :

We certainly thank you for your participation in our training program. The project has apparently been extremely successful, and we gratefully acknowledge that your portion of the program played a significant part in our overall success.

We would appreciate any comments you might have concerning any part of the program which you observed. We hope to present the same program, or a refinement of the program, next year, and all constructive criticism is gratefully accepted.

Thank you once again.

Sincerely yours,

Arthur L. Leland
Program Director

lmt

Appendix S

EPDA Support Personnel Training Program
Amherst-Pelham Regional School
Amherst, Massachusetts
609-69-202

Daily Student Evaluation Form Date:____________________

____Guidance Center Aide ____Teacher Aide

____Resource Center Aide ____Other

1. What aspects of the program were most valuable to you today?

2. What parts of the program were least helpful to you today?

3. How would you rate today?

Really terrific____ Interesting____ Okay____

Dull-boring____ Terrible____ .

Appendix T

EPDA SUPPORT PERSONNEL TRAINING PROGRAM
AMHERST-PELHAM REGIONAL SCHOOLS
AMHERST, MASSACHUSETTS 01002

Daily Staff Evaluation Form

Staff member________________
Date________________________

Period	Activity	Curriculum Area	Evaluation*	Comments
8		H.Rel.____ A.V.______ B.E.______ G.C.______ R.C.______	5 4 3 2 1	Not observed______________
9		H.R.______ A.V.______ B.E.______ G.C.______ R.C.______	5 4 3 2 1	
10				
11				
1				
2				
3				

* Note: Evaluation refers to the staff member's judgment as to the degree of value to the trainees of the activity in question along a continuun----
1 = little or no value; 5 = great value

EPDA SUPPORT PERSONNEL TRAINING PROGRAM
AMHERST-PELHAM REGIONAL SCHOOLS
AMHERST, MASSACHUSETTS 01002

Trainees' Final Evaluation Form

Date________________

Guidance Center Aide__________

Resource Center Aide__________

Teacher Aide__________

Other__________

Instructions

The staff is eager to find out your evaluation of the total program. Your honest comments will be most helpful in improving the program in the future. It is not necessary to put your name on this form.

1. How well did the program meet your needs?
    - a. Very well
    - b. Fairly well
    - c. Adequately
    - d. Not very well
    - e. Very poorly

2. To what extent did you learn anything you expect to use on your job?
    - a. Very much
    - b. A great deal
    - c. Slightly
    - d. Very little
    - e. Not at all

3. How did you like the teaching methods used?
    - a. Very much
    - b. A great deal
    - c. Slightly
    - d. Very little
    - e. Not at all

4. How easy was it for you to understand what the staff members were explaining?
    - a. Very easy
    - b. Fairly easy
    - c. No problems
    - d. Fairly difficult
    - e. Very difficult

5. How easy was it for you to understand what the visiting speakers were explaining?
    - a. Very easy
    - b. Fairly easy
    - c. No problems
    - d. Fairly difficult
    - e. Very difficult

6. To what degree have you felt excited or enthusiastic about the program?
    a. Very much
    b. A great deal
    c. Slightly
    d. Very little
    e. Not at all

7. What is your overall evaluation of the program?
    a. Superior
    b. Very good
    c. Adequate
    d. Fairly poor
    e. Very poor

8. What is your overall evaluation of the facilities?
    a. Superior
    b. Very good
    c. Adequate
    d. Fairly poor
    e. Very poor

9. What is your overall evaluation of the visiting speakers?
    a. Superior
    b. Very good
    c. Adequate
    d. Fairly poor
    e. Very poor

10. What is your overall evaluation of the staff members?
    a. Superior
    b. Very good
    c. Adequate
    d. Fairly poor
    e. Very poor

11. What aspects of the program were most valuable to you?

12. What parts of the program were least helpful to you?

13. What problems, if any, did you have in attending the training program?

14. How would you change the program to make it more beneficial to persons such as yourself?

15. In what general ways has the program changed you as a person?

16. What additional information, materials and/or experiences would you like as a part of In-Service training?

Additional comments?

Appendix V

Flash

July 30, 1969

1. PERSONALITY PROFILE:

   DR. RICHARD HAASE - Dr. Hease is a Counseling Psychologist at the Counseling Center, Whitmore Hall, University of Massachusetts.

   MRS. MARY DUNNINGTON MITCHELL - Mrs. Mitchell is a Counselor in the Concord-Carlisle Regional High School. She will be assisting in the Interactive Learning Systems workshops today.

   MR. TERRY KOTAS - Mr. Kotas is a Program Consultant for the Interactive Learning Systems in Boston, and will be leading the workshops.

2. SCHEDULE CHANGES TODAY:

   NONE

3. REMINDERS:

   a. The photographer will be at work during the I.L.S. workshop today. He will make these pictures available to you a little later in the program, in addition to other pictures he will be taking throughout the program.

   b. Please turn in Strong Vocational Interest booklets and answer sheets first thing Wednesday morning.

4. SPECIAL PROGRAMS:

   Two movies will be available during the noon hour today. "Ways of Learning", an eleven-minute film, examines individual study and group study. "Individual differences", a 29-minute film, has a self-explanatory title.

5. COMMENTS:

   The cliche for today shall be: "It isn't in the budget!".

Appendix V

Flash

August 6, 1969

1. PERSONALITY PROFILE:

DR. RAFAEL CORTADA, Tuesday's speaker, is the new Director of the Smith College Afro-American Studies Program.

CHUCK KEARNEY AND JOE SAMUELS have developed techniques in training teachers in urban-ghetto schools. It is a simulation process in which they build self-confidence in the prospective teacher. You will have an opportunity role-play and learn how to deal with difficult student reactions. Both Mr. Kearney and Mr. Samuels are graduate students in the School of Education at the University of Massachusetts.

Mr. T. E. Skinner will be demonstrating the tape system developed by his company - the Electronic Futures, Inc.

2. SCHEDULE CHANGES:

NONE (Whew!)

3. REMINDERS:

NONE

4. SPECIAL PROGRAMS:

Today's noon-time movie is entitled "Body and Soul", a two-part look at the Negro athlete and the music of the negro.

5. SPECIAL COMMENTS:

Now it's your turn. How about bringing in an appropriate comment that would have fit the kind of day this one has been!

Appendix V

Flash

August 13, 1969

1. PERSONALITY PROFILE:

   Mr. Kenneth Caouette is the Data Processing Director for the Amherst Regional System.

2. SCHEDULE CHANGES:

   None

3. REMINDERS:

   None

4. SPECIAL PROGRAMS:

   You can work with T.V. during the noon hour.

   Dr. Robert J. Gaulker, clinical assistant professor of psychiatry at Temple University Medical Center, will speak at Smith College at 7:30 p.m. Wednesday (Aug. 13).

   His lecture, "How to Keep Your Cool," will focus on the psychology of adolescence. Dr. Gaulker will speak before a session of the Smith College Social Work in Wright Hall. The lecture will "question the nature of the 'generation gap,' with its features of scapegoating the adolescent and the guilt reactions of the older generations."

   The lecture is open to the public.

5. SPECIAL COMMENTS:

   The cake was delicious--the spirit, wonderful.

Appendix W

EPDA SUPPORT PERSONNEL TRAINING PROGRAM

Amherst-Pelham Regional Schools
Amherst, Massachusetts 01002

Employer-Aide Interview Form Date: ____________________

Staff member conducting the interview with the employer and support person will complete this form.

1. Name of Employer____
School ____
Address____
Telephone number____

2. Name of Aide____

3. Type of Aide Position
____Resource Center ____Teacher Aide
____Guidance Office ____Other

4. Tasks of the Aide as the employer sees them:____________________
____
____
____
____
____

5. Tasks of the Aide as the Aide sees them:____________________
____
____
____
____
____

6. If difference in #4 or #5, please list them and efforts made toward resolution.____
____
____

7. What special training is sought by the employer?

Audio-Visual Skills____
____
____
____

Appendix W

Clerical Skills____

Human Relations____

Personal Characteristics_________________________________

School Procedures______________________________________

Other____

8. What will be the physical setting of the aide? May he or she use the faculty lounge? etc.____________________________

9. Scheduled date for on-site visit:_________________________.

10. Comments:

Appendix X

This Certifies that

. . . .

has successfully completed the

EPDA Training Program for Support Personnel

in

Guidance Offices and Resource Centers

July 28 - August 15, 1969

Amherst-Pelham Regional Schools

Amherst, Massachusetts

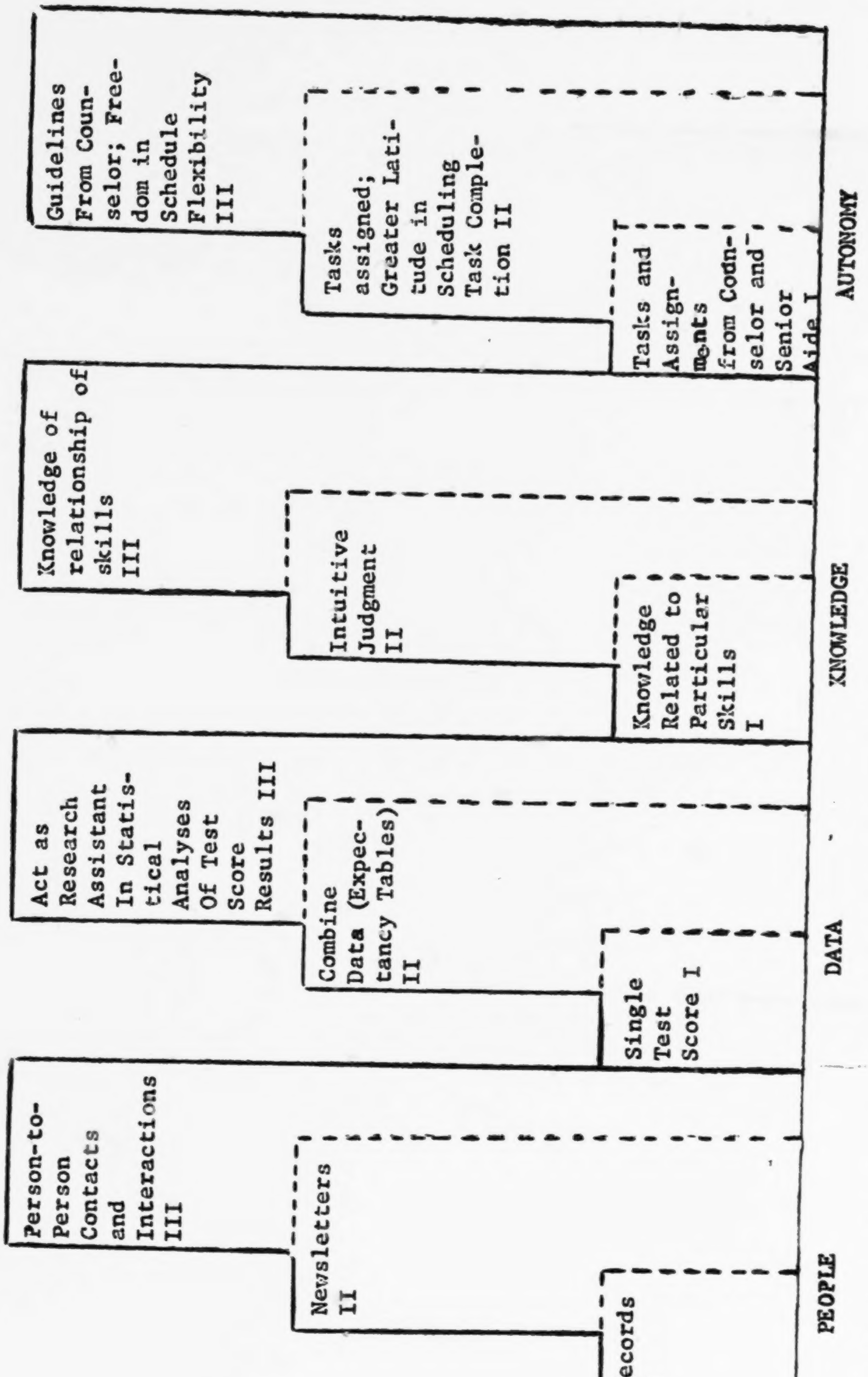
. . . .

Director Support Personnel

. . . .

Massachusetts Department of
Education

Appendix Y


Records I
Newsletters II
Person-to-Person Contacts and Interactions III
PEOPLE
Single Test Score I
Combine Data (Expectancy Tables) II
Act as Research Assistant In Statistical Analyses Of Test Score Results III
DATA
Knowledge Related to Particular Skills I
Intuitive Judgment II
Knowledge of relationship of skills III
KNOWLEDGE
Tasks and Assignments from Counselor and Senior Aide I
Tasks assigned; Greater Latitude in Scheduling Task Completion II
Guidelines From Counselor; Freedom in Schedule Flexibility III
AUTONOMY

Conceptual Framework for Delineating Tasks of Guidance Aide.

Appendix Z (1)

Tasks and Areas of Responsibility for Guidance Center Aides

AREAS OF RESPONSIBILITY	LEVEL I TASKS	LEVEL II TASKS	LEVEL III TASKS
1. Planning and Development of the Guidance Program	Check supplies of standard forms against the quantity required. Fill out routine orders for supplies for the counselor's approval. File materials of various kinds for the counselor. Prepare notices to teachers concerning dates of groups testing and other guidance activities which may interrupt classes.	Be familiar with peripheral equipment used in electronic data processing, e.g., key punch, sorter. Daily check master calendar to identify items to be included in next day's notices and send them to the main offices.	Discuss with counselor suggestions and problems brought up at regular meetings of paraprofessional staff. Assign tasks to clerical or other skilled personnel.
2. Counseling	Type completed case summaries. Check student free periods to schedule regular appointments for counselor. Obtain for the guidance office information requested by the counselor from student's cumulative folder. List achievement test results for the pupils whom counselor sees; post to cumulative and/or guidance office records. Distribute test data returned from scoring service to counselor and/or teachers.	Act as recorder in small group discussions under supervision of counselor. Provide counselor with factual notations about student contacts in disseminating information. Informally provide information and support to former counselees.	Under instructions of counselor observe verbal and nonverbal interaction in groups, following pre-determined cues and procedures for making observations. Act as information resource person in small group by approval and prior planning with counselor. Participate in informal social conversation in small group of counselees to help put them at ease and to establish the beginning of helping relationships.

Appendix Z (2)

AREAS OF RESPONSIBILITY	LEVEL I TASKS	LEVEL II TASKS	LEVEL III TASKS
3. Pupil Appraisal	Maintain file of test booklets. Check dates of large groups testing against school calendar. Monitor test rooms. Collect test answer sheets. Pack them for mailing. Collect, count and store re-usable test booklets. Check all scores of tests as requested by counselor to identify a particular population.	Contact various sources for needed records and related information relevant to counseling, i.e., previous schools for transfer students. Score routine standardized tests and other appraisal instruments. Profile routine standardized tests and appraisal instruments.	Secure information from an interviewee by means of a semi-structured or structured interview schedule; the information elicited would tend to be factual and limited in scope.
4. Educational and Occupational Planning	Prepare notices of meetings and prepare name cards. Tabulate student responses as to the occupations they would like to have more information about. Remove from file of occupational literature all publications more than five years old; give these to the counselor to evaluate. Maintain a chart of post-high school plans for seniors: college acceptances, armed forces, jobs accepted.	Make surveys of student summer activities. Maintain for the counselor a list or card file of companies which have hired former students. Cross-index by occupation. Search for new placement resources that may be useful to the counselor and to counselees. Be able to use D.O.T. Maintain a library of vocational literature for counselees. Establish schedule for providing necessary information to students about tests, e.g., college boards and national merit.	Collect routine information from college representatives. Assist students to obtain information on financial aid. Make surveys of placement conditions and trends as requested by counselor. Telephone job sites, industries for the possibility of field trips. Discuss preferred times and numbers they can accommodate. Demonstrate for students preparing for jobs by using role-playing techniques in job inquiries and interviews.

Appendix Z (3)

AREAS OF RESPONSIBILITY	LEVEL I TASKS	LEVEL II TASKS	LEVEL III TASKS
5. Referral Work	Type completed case summaries.	Fill out request forms for medical records. Give information prepared in advance and approved by the counselor to the referral agency. Such information would be factual rather than interpretive.	Aid individuals in making contact with referral agencies by collecting factual data for completion of forms. Describe staff and material available in the counselor's office, as an information resource person.
6. Placement	Count and distribute test forms to teachers or to counselor. Identify students who might benefit from summer school by review of achievement record. Send notices to students concerning summer school.	Provide to counselees and their parents factual explanations of testing terms (not interpretation).	Organize and compose material for parent newsletter subject to counselor's approval.
7. Parent Help	Schedule for parents appointments with college representatives.	Tell parents how and where to request needed resources. Distribute a newsletter to marents.	Inform parents on titles of tests used in testing program from materials prepared by counselor.
8. Staff Consulting	Use a library or check-out system to locate materials and supplies loaned to teachers. Maintain a library of professional literature. Telephone school personnel and others to make appointments for the counselor.	Use a library or checkout system to locate filem filmstrip and recording materials	Be available to talk with teachers when counselor is not immediately available to see them; be able to direct them to immediate resources in emergency situations.

Appendix Z (4)

AREAS OF RESPONSIBILITY	LEVEL I TASKS	LEVEL II TASKS	LEVEL III TASKS
9. Local Research	Prepare standardized reports of contacts with follow-up agencies and persons.	Perform routine collecting and analytical statistical operations as a research assistant. Secure follow-up information of a routine nature according to a general follow-up plan.	Make a follow-up survey of drop-outs and graduates to complete their records. Assist counselor in making statistical analysis of test scores. Establish expectancy tables for student achievement in school and projected success at various colleges commonly attended by this school's graduates.
10. Public Relations	In social contacts away from the guidance office, explain the functions of the guidance office to potential counselees and their parents. Act as guide to guidance office visitors. Assist the counselor by interpreting the community in which you live, its language and its customs.	Prepare regular newsletters to be distributed to students, teachers and other interested persons, regarding such items as announcements of tests, occupational information, interviews and other pertinent material.	Prepare for the counselor's approval standardized press releases to be sent to the local newspapers or the school newspaper.

Appendix Z (5)

AREAS OF RESPONSIBILITY	LEVEL I TASKS	LEVEL II TASKS	LEVEL III TASKS
11. General	Be able to use typewriter and duplicating machines. Check packing slip against order on incoming supplies. Be able to operate A/V equipment.	Write letters of inquiry for audio-visual catalogs and materials. Direct students to appropriate student personnel or reference materials when student makes contact with guidance office seeking help. Operate technical communications media involving printed and electronic processes of a visual-auditory nature for the counselee's benefit.	Plan and design regular bulletin board displays

Appendix AA (1)

Tasks and Areas of Responsibility for the Resource Center Aides

AREAS OF RESPONSIBILITY	LEVEL I TASKS	LEVEL II TASKS	LEVEL III TASKS
1. Clerical Skills Typing	Typing response sheets	Typing yearly report	
	Typing newsletters	Typing yearly budget requests	
	Typing Correspondence	Typing orders for allocated budget items	
Filing	Filing students' contracts and response sheets		
	Filing catalogues and other sources of materials		
	Filing materials for student use		
	Filing cards in card catalogue		
Equipment	Operating all equipment		
Maintaining Supplies	Checking supplies of response sheets, contracts, student report form, etc.		
	Running off copies as needs arise.		
Simple bookkeeping	Checking and recording: 1-Attendance 2-Circulation 3-Contracts		
	Tabulate any scores for report card or permanent record.		

Appendix AA (2)

AREAS OF RESPONSIBILITY	LEVEL I TASKS	LEVEL II TASKS	LEVEL III TASKS
2. Daily Operation of Center	Keeping materials in order, supervising proper use of equipment.	Supervising general student use of materials and equipment.	Supervising, coordinating and assigning tasks to clerical or other skilled personnel.
3. Acquisition and Preparation of Material	Checking packing slip against order for processing of new materials.	Setting up preview and return schedule of materials. Recording catalogue information for center or key punching.	Composing other than standard letters of request.
4. Organization of Materials in Center		Setting up files of materials for student use. Setting up files for source material.	
5. Student, Faculty and Public Relations	Directing students in factual and organizational manner.	Assisting students in preparation of original programs. Preparing newsletter for students and faculty describing new or topical materials.	Assisting professional staff in orientation of students in use of equipment and materials in resource centers. Make telephone or correspondence arrangements for use of community resource people.

Appendix AA (3)

AREAS OF RESPONSIBILITY	LEVEL I TASKS	LEVEL II TASKS	LEVEL III TASKS
		Directing work of student assistants.	Acting as coordinator on requests from subject matter departments with the librarian(s).
			Scheduling meeting between media specialist and subject matter teachers.
			Scheduling, meeting and guiding visitors to the center.
			Attending staff meetings of Instructional Materials Dept.
			Assisting in preparation of yearly reports.

Appendix BB (1)

TRAINING SKILL NO. 1: TRAINING IN ATTENDING BEHAVIOR (Trainee Instructions)

The training you are to receive is designed to make you more attentive to the student with whom you are talking. This attentiveness on your part will help you to learn about the student, and will also communicate your attitude of interest to the student. Your attentiveness is a powerful tool; it can contribute to the self-respect, and sense of security that the student talking with you has, and it can also serve as a powerful reinforcer and facilitator of communication. Your practicing of this skill will help you in developing good relationships with students, and more generally, may contribute beneficially to any relationship in which you take part.

There are three key ideas to keep in mind, as you are learning the skill of attending behavior. The first of these, although it may sound strange, is to relax physically. You will find that if you are seated in a comfortable, relaxed position, you will be more able to listen to the person with whom you are talking, than if you are overly stiff or tense. Also, if you are relaxed physically, your posture and movements will be natural, and you will have a sense of "being yourself" as you talk. This feeling of comfortableness will help you in being free to attend, and will communicate to the other person your readiness to do so.

Secondly, use eye contact, to help you to focus upon the other person and to communicate to the other person that you are listening. You need not gaze fixedly, or with undue intensity;
a varied use of eye contact will be most effective. . . that is, at times you may glance down as you think about something the other person is saying, and then return your gaze, etc.

Thirdly, set for yourself the task of "following" what the other person is saying. Fit your comments or questions into the context being provided. Stay with the topic that is introduced by the other person, and help him to develop it, rather than "topic jumping" from subject to subject. As you take cues from the person with whom you are talking, and pursue topics, both the content of what you are saying and your voice quality can communicate to that person that you are "with him" as the two of you talk.

In summary, your goal is to listen attentively, and to communicate this attentiveness through a relaxed posture, use of eye contact, and verbal responses which indicate to the other person that you understand what he is communicat ing. Specific behaviors which you may want to utilize are:

1. Relax physically; feel the presence of the chair as you are sitting in it.

2. Let your posture be comfortable and your movements natural; for example, if you usually move and gesture a good deal, feel free to do so at this time also.

3. Use eye contact, by looking at the person with whom you are talking. Vary your gaze rather than staring fixedly.

4. "Follow" what the other person is saying, by taking your cues from him. Stay with the topic that is introduced, rather than jumping from subject to subject.

5. Let your responses indicate to the other person that you are "with him" as he talks. Try to "get inside his shoes" and let him know that you understand what he is experiencing and feeling.

TRAINING SKILL No. 2: EXPRESSION OF FEELING (Trainee Instructions)

How can you get the most out communicating with another person? There are probably several things that contribute to a satisfactory experience when interacting with another person. Your interactions are dependent upon a process of communication. That is, the better you and the other person can talk with each other, and share feelings with one another, the better the chances that your interactions will be rewarding and fruitful.

One thing that has been found to be very beneficial to the communication process is the expression of feeling. Accurate expression of one's feelings often facilitates communication with another person.

The expression of feelings is appropriate at any time. This also applies to the kind of feelings that might be expressed, i.e., positive, negative, ambivalent, etc.

The training you will receive today will focus on helping you to accurately express your feelings with another person. There are two major aspects that we would like to help you learn. First is the difference between expressing content (what you are saying to the other person) and the expression of feelings (the emotional reactions you experience about what you are saying). The second aspect is designed to teach you to pay attention to the way you feel. Although you experience feelings about whatever you talk about with another person, you may have to really pay attention to the feelings you are experiencing at the moment.

Although the expression of how you feel is a very important part of interpersonal interactions, it is often very easy to overlook. Often an individual is so involved in telling the other person the content of what concerns him, he ingnores the underlying feelings, or perhaps is not aware of them. To illustrate this, look at the two examples of an individual's statements to another presented below:

Example 1a: "I think I could do a better job if I only had enough material and supplies. No one ever explains anything to me. I don't really care if everyone thinks I'm not doing the job. It doesn't affect me."

Example 2a: "I'm really worried about trying to do a good job. I would like someone to show me around until I can get used to the routine. I hope everyone likes me and is satisfied with my work. I feel lost and no one seems to realize it."

Notice the major differences between the individual's comments in the first and second examples. In the first example the individual is communicating the content of his concern, but only partially expresses his feelings about the problem. In the second example the individual not only conveys the content of what concerns him, but he has actively described the underlying feelings that go along with that concern. The second statement which expresses the essence of his feelings of doubt about his new job, concerns about being liked, and his loneliness is the type of communication which makes it easier for one individual to understand another during interpersonal interactions.

An important point to remember is that what you say to an individual is only part of the message being communicated. How you say it and how you communicate the feelings that go along with what you are saying is extremely important. See if you can pick out the main differences between Example 2a and 2b.

Example 2a: "Ever since I came to work at this job I really haven't been able to make many friends. I had lots of friends at my last job, but it just seems like the people here aren't very friendly."

Example 2b: "Since I've been at this job I just haven't been able to make friends. I used to have lots of friends at my last job. I don't know what is wrong, but I am very lonely here. I really feel out of things and all alone."

You have probably been able to identify the main difference between examples 2a and 2b. In example 2a, the individual states the facts about what is bothering him, but only implies the feelings he has because of these facts. In example 2b, the individual has been able to look into himself and discover that the main feeling he has, and can express, is the feeling of lonliness and being left out of things.

Examples 2a and 2b illustrate two things. First, our previous idea of communicating the feelings that go along with a topic as well as the topic itself; the individual in example 2b was able to express his feelings as well as communicate the situation in which they occur. A second important feature to remember is that feelings are very much a part of the person. It becomes important for you to actively pay attention to the way you are feeling. Often you may have a vague idea that you feel a certain way about what you are expressing, but can't quite put the finger on what it is. At points such as this, it can be helpful to stop, reflect a moment on yourself--pay attention to yourself and try to experience and label what you are feeling. Once you are able to do this, you can translate your feelings into words and actively express these feelings to another person.

In summary, here are the important points to remember and things you may want to practice:

1. Remember that merely talking about a topic does not always describe the way you feel about it or the feelings you are experiencing. The message you communicate to another person includes not only what you are saying, but also how you feel about what you are saying.

2. Pay attention to the way you feel as well as what you are saying. You may have to stop occasionally and reflect upon yourself and what you are experiencing. This can be very helpful in helping you identify your feelings and then translating them into verbal statements.

3. Concentrate on what the other person says.

TRAINING SKILL NO. 3: RESPONDING TO FEELING (Trainee Instructions)

How can you help another person to express the central concerns that he is experiencing. One excellent way is to listen for, and respond to the feelings of the person. By communicating "I can accurately sense the world as you are feeling and perceiving it," you can facilitate the person's movement toward more complete self-awareness and self-understanding.

Being alert to, and responding to the feeling being expressed, rather than attending solely to the content of what the person says is the skill with which we are presently concerned. What the person is saying is the content portion of the message being communicated. One must also listen to how the person says what he does. For example, the person may speak more quickly when communicating enthusiasm, more slowly when communicating discouragement, etc. It is this feeling portion of the communication to which you are to pay particular attention.

Being alert to, and responding to the feeling being expressed is a skill which is appropriate at any time, regardless of the nature of the feeling (positive, negative, or ambivalent) and regardless of the direction of expression (toward self, others, the counselor and counseling situation, etc.).

In the examples below, you will have an opportunity to select the alternative which indicates that you understand the person's feelings, the situation as it appears to the person--the alternative which if spoken to the person would be most likely to evoke a response of, "That's right! ".

Example 1

"So I'm wondering if you can help me to find a new job." (Pause) "I suppose if I did find one, I'd just bungle things again . . ."

1. Are you sure that it is necessary to leave the job you are now in?
2. You feel that it's pretty futile to try again.
3. What jobs have you been considering?

In the first example, responses one and three seek additional information from the person, without giving adequate recognition to persons feelings. Response two accurately reflects the feeling being expressed.

Example 2

"What do you think I ought to do--jump off a bridge, or look for another college to flunk out of?"

1. There just doesn't seem to be any way out.
2. Have you applied to other schools?
3. Have you thought about trying a junior college where there would be a little less competition?

In this example, response one accurately reflects the person's feeling, whereas responses two and three provide suggestions as to what the person might do without giving adequate recognition to the feeling of discouragement which the person is experiencing.

Example 3

"You know, it's a funny thing, but when I talk with someone, I just feel shaky all over!" "It's the silliest thing!" "Why should I do that?"

1. Are you an anxious person in many situations?
2. How shaky do you become?
3. This reaction puzzles and concerns you!

Here, responses one and two seek additional information, whereas in response three, the gist of the person's expression is caught, and rephrased in fresh words.

Behaviors You May Want to Try:

(1) Listening for feeling

Remember that what the person is saying is only part of the message being communicated to you. How he says what he says is extremely important. A change in breathing or in the speed of talk, a sigh, a blush, a stammer, an extra emphasis upon a particular word--any of these can be important cues as to feelings of the person.

(2) Timing Your Comments

Do not try to respond to every comment by the person. You may simply want to smile, nod say "Mm Mhm", etc., until there is an occasional opportunity to reflect the feelings of the person.

(3) Reflecting Feeling

As you listen for, and find, instances of person expression of feeling, reflect this feeling by restating what the person is experiencing, in your won words. If the person should say, "I wish I could talk to my dad about things like this, but I never seem to get up the nerve," you might respond, "You are a little bit afraid of your dad?"

Your goal is to understand what the person is experiencing, and to communicate to the person that "I am with you--I can accurately sense the world as you are feeling and perceiving it."

Appendix CC

EPDA Support Personnel Training Program
Amherst-Pelham Regional Schools
Amherst, Massachusetts 01002

Small Group Leadership Training

Objectives:

1. Collect information
2. Maintain notes on information collected
3. Disseminate information
4. Demonstrate ability to ask open ended questions
5. Persuade group members in particular thought or action

Procedures:

1. Trainees will be divided into four groups
2. Each trainee group will have assigned to it a group of 4-5 secondary school students with which to demonstrate objectives of lesson.
3. Trainees will determine with staff member the particular objective they wish to achieve.
4. Each trainee will work with student group on rotation schedule so each aide has an opportunity for 15 minutes to accomplish designated objectives. (It is not necessary that each aide take any objectives.)
5. At end of training period students will join trainee group and discuss their reactions to group leaders.
6. Staff member will facilitate feedback from trainees and maintain discussion within trainee group.

Discussion:

1. Collecting and Recording Information

If information is to be of value, it must of course be accurate, timely, and relevant to the question at hand. It is important not to lead the respondent, but permit sufficient time for complete response. The group participant should feel free to express himself openly in a frank manner. Explanations should be sought if the group leader does not understand a response given or its relationship to the question asked.

The group leader needs to feel comfortable recording information as well as soliciting it. It is impossible to remember all of the information provided. The trainee should maintain an outline of the source and kind of information collected. The notes may be brief but should form the nucleus for later expansion. The trainee should be able to explain to the group why he is taking notes and take them in an unobtrusive manner.

Suggested topics to be used in Collecting and Recording Information

a. How could we improve your school?

b. How can you find the right vocation to enter?

c. What value do standardized tests have for students?

d. What is their favorite subject and why?

e. If they were suddenly 80 years old, what would they liked to have personally accomplished in their lifetime?

f. Do they believe in the generation gap? Why?

g. If the students were free to study a particular topic in depth what would it be?

2. Disseminate Information

Small and large groups provide an efficient and effective method by which to pass out information. Also questions asked in a group setting will provide feedback on how the leader is coming across. Information to be disseminated during a short period will have to be narrowly defined and within realistic limits of comprehensiveness. The trainee should feel the information is important and present it in a way that it is retained. The material presented should be logical and illustrations given if necessary.

Suggested topics for dissemination

a. The role of the aide in the resource center or guidance office as I see it.

b. Important principles in rearing a family based upon my experience.

c. The advantages of being a good student in school.

d. What I like most about this summer training program.

e. Explain why a young girl should or should not plan for a career during high school.

f. Explain how a piece of equipment in the guidance or resource center works.

3. Question Techniques

The question is a basic tool for teaching as well as general communication. It is probably the most effective and subtle way to squelch inquiry but it is also the most readily available way to stimulate learning and growth in a student. Two of the biggest enemies of effective group leadership is the closed question and the bombardment of questions - like Russion roullette.

Of course there are times when the closed question is appropriate, such as - "What time is it?" "How old are you?"

The open question communicates a respect for the person asked. It invites the student to be more explorative, express his own views rather than other's. The open question will widen contact and divulge possible areas for study at another time. The open-ended question permits the student to try out his own context and personal views. He tends to respond on more controversial topics because he perceives the questioner as more open as well. Open ended questions should be used whenever appropriate in the sessions.

Here are examples of open and closed questions

a. Open - How did you feel after the test?
   Closed - That test was awful, wasn't it?

b. Open - What do you like most about this school?
   Closed - This school is really great, isn't it?

c. Open - What would you like most to do with your life?
   Closed - Do you all want to be good citizens?

d. Open - How did you feel about George after you hit him?
   Closed - You really were tired and upset when you hit George, weren't you?

e. Open - Why do you seem to have so much trouble in the resource center?
   Closed - You are a trouble-maker, aren't you?

4. Persuasion

Often times it is necessary to not only inform but to encourage certain thought and action. For many students the resource center or guidance office is a new world of operation and they may need some encouragement to take advantage of its services. The techniques of persuasion, whether they be logical argument, examples, a low key friendly conversation or a rewards and punishment lecture, can be used effectively if the persuader is sensitive, knows the student, and is able to adopt the appropriate method. Self-confidence and projection are important characteristics of a successful persuader.

Suggested topics for persuasion

a. Why a student should use the resource center.

b. Why a student should visit the guidance office to explore his career choice or discuss a personal problem.

c. Why students should study harder in school.

d. Why students should not experiment with drugs.

e. Why students should try to understand the older generation.

f. Why students can become better persons by reading widely.

g. Why students should not destroy or damage school property and report others if they see destruction being done.

h. Why junior high school students (7-9) should or should not date.

Appendix DD

EPDA Support Personnel Training Program
Amherst-Pelham Schools
Amherst, Massachusetts
609-69-202

Learning Facilitation Skills in the Resource and Guidance Center

Objectives:

1. Express confidence in being with individual students or small groups.
2. Be able to pass information to a small group or an individual.
3. Be able to respond to questions from group members using replies as prescribed.
4. Be able to assist students in locating information in exploration of a particular topic.

Methods:

1. Micro-teaching techniques will be utilized with video recording equipment.
2. Small groups of high school students will be used as practice groups.
3. Participants will be trained in pairs but televised separately
4. Progress in attaining the objectives will be assessed by the trainee herself, the students, and the supervisor.
5. Prior to the micro-teaching sessions, the participants will have familiarized themselves with materials in the resource or guidance center. Trainees will be instructed to perform as if they are presently employed in that particular center and to aid the high school students who come to them for assistance. Students will be free to ask a variety of questions. Staff instructor will coach and support the trainee in responding to the students verbally and in terms of useful information. Trainees will be urged to help the students in a friendly and expeditious manner.

Equipment: Sony TV, port-a-pack, recorder, and tripod

Facilities: Two rooms will be used; one with 5-6 students, where the trainee will be instructed in a particular skill in working with groups. The second room will be the resource or guidance center with 5-6 different students, where the aide-in-training will practice for 5 minutes what he or she has been taught. This latter session will be recorded by television cameras with a supervised playback period immediately following. The aide will be rerouted through the two rooms again if the particular objective is not demonstrated.

Time needed: 15-20 minute training periods
15 for instruction
5 for video recording

6-10 minute break periods

Total time needed: 6 hours

Appendix EE

EPDA Support Personnel Training Program
Amherst-Pelham Regional Schools
Amherst, Massachusetts 01002
609-69-202

Follow-up Interview Form

Date: ______________________________
Overall:
Favorable__ Unfavorable__

This form is to be completed by the staff member conducting separate and joint interviews with the aide and her supervisor.

1. Name of staff member: ______________________________

2. Name of Employer: ______________________________

School: ______________________________

Address: ______________________________

Telephone number: ______________________________

3. Name of Aide: ______________________________

4. Type of Aide Position

___Resource Center ___Teacher Aide

___Guidance Center ___Other (specify)

Aide and Supervisor Interviewed Separately: (include summary of content and stated or implied feelings)

	5. Aide response	6. Supervisor response
Workload (tasks)		
Hours		
Setting		
Financial Compensation (include amount)		

	Aide response	Supervisor response
Immediate Supervisor		
Other Staff Members		
Students		
Pre-Service Training		
Human Relations		
Clerical		
Audio-Visual		
School Procedures		
Other		
Training Required "On the Job" Human Relations		

	Aide Response	Supervisor Response
Clerical		
Audio-Visual		
School Procedures		
Other		
In-Service Training Needs		
Human Relations		
Clerical		
Audio-Visual		
School Procedures		
Other		

7. Summary of Joint Interview (Staff Member, Aide and Supervisor): (If there are differences between aspects of #5 and #6, star them above and cite efforts made toward resolution)

8. Other Staff Members Interviewed: (include name and position with summary of content)

9. Schedule date for next on-site visit:

10. Comments: